



Affinity
Learning Partnership

Job Description and Person Specification

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| Post title: | Assistant SENCO |
| Accountable to: | |
| Grade: | DFT 6 |
| Post holder name: | |
| Post holder signature: | |

ROLE OVERVIEW:

To support either an individually named student who has a statement of Special Education Need or teaching and learning within the classroom. To contribute to the ethos of the Academy through the stated aims, objectives and policies. To work with Information Technology and associated systems.

To be responsible for transition and standardised assessments.

KEY ACCOUNTABILITIES:

MAIN DUTIES

- To work in accordance with the Academy Statement.
- To be responsible to SENCo.
- To support the Student Guidance structure of the Academy - this may involve supporting Tutor Groups or individuals.
- To share responsibilities within the Additional Support Faculty as outlined in the Code of Practice.
- To manage transition arrangements from KS2 to KS3
- To organise all induction visits for identified students.
- To monitor students in Year 7 after transition.
- To review and construct IEPs and passports for these students.
- To manage and coordinate the annual review process for students with an EHCP.
- To assist with staff deployment for student support.
- To act as appraiser for Performance Review of identified Inclusive Learning staff.
- To assist with the orientation programme for students on transition from KS3 to KS4 and KS4 to KS5.
- To attend primary liaison meetings to review transition activities for vulnerable/SEN students.
- To organise the Additional Support area preparation for the New Intake Parents' Evening.
- To coordinate and liaise with external agencies, e.g. Autism Inclusion Team; Hearing Impaired; Ed Psych etc.
- To represent de Ferrers at multi agency case conference review meetings for identified students as appropriate.
- To work as a team member in the Additional Support Faculty, fulfilling the following:
 - maintaining records of student progress
 - participating and preparing for Faculty Review Meetings
 - attending case conferences and reviews where necessary during normal working hours
 - completing statementing information on students, where required
- To work collaboratively and cooperatively with the subject teacher in the planning, and assessment of students' progress:

- in keeping records of work undertaken with the student
- in referring to the SENCO in lessons who are a cause of concern with respect to social and academic progress
- to help design, prepare and implement individual programmes of work to develop reading, spelling, writing and number skills.
- in supporting the general welfare and safety of the student
- in carrying out small group activities and practical work including the student, as required by the teacher
- in enhancing student esteem
- To screen / assess students for Examination Access Arrangements and complete the necessary JCQ paperwork
- To monitor and scrutinise intervention progress
- To undertake training as appropriate
- To liaise with and co-ordinate the contribution of external agencies
- To assist in the training of new Teaching Assistants
- To have a flexibility of approach with regard to the nature of student support.
- To be a member of the Academy Duty Teams assisting with the supervision of students.
- To support the SENCO and other members of the Faculty in the development of Homework and Key Clubs, pre and post-Academy and at lunchtime.
- Where applicable, provide cover for the alternative provision offered at the academy, leading interventions and lessons with students who are struggling to access mainstream education.

IN ADDITION TO THE GENERIC ROLE OF A TEACHING ASSISTANT

- To lead the Transition Programme for SEN/Vulnerable children in the primary partnership developing and reviewing strategies and content.
- To ensure continuation of transition into Key Stage 3.
- To liaise with primary partner SENCOs and class teachers during transition period.
- To implement and review COGs and communication groups in Key Stage 3.
- To attend Prospective Parents' Evenings and New Intake Parents' Evenings to advise parents of SEN/vulnerable children.
- To attend Year 5/6 Annual Reviews and Transition Reviews representing de Ferrers.
- To liaise with external agencies when necessary.
- To write reports for external agencies.
- To act in an advisory capacity to staff regarding categories of SEN.
- To differentiate work for SEN/vulnerable students.
- To plan and deliver lessons for small groups.
- To deliver planned lessons to whole groups.
- To keep a diary of all supported students on the SEN register.
- To train Teaching Assistants when necessary.

- To act as a mentor for specific students.

SAFEGUARDING

- Work in line with statutory safeguarding guidance (e.g., Keeping Children Safe in Education, PREVENT and our safeguarding and child protection policies).
- Work with the Designated Safeguarding Lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary.
- Promote the safeguarding of all pupils in the school.

CORPORATE RESPONSIBILITIES

- Show support for and uphold our ethos, value, all policies and procedures.
- Promote high standards in attendance, punctuality and appearance adhering to Staff Code of Conduct.
- Act with professionalism, integrity at all times, promoting the Trust values.
- To comply with any reasonable request from a Principal or other Trust Leader to undertake work of a similar level or commensurate with role and level of responsibility that is not specified in this job description.
- Comply with data protection legislation and follow the principles of GDPR.
- Promote a commitment to equal opportunities and anti-discriminatory practice adhering to the Trust Equal Opportunities Policy.
- Promote a work environment that protects people's health and safety and that promotes welfare, which is in accordance with the Trust Health and Safety Policy and legislation.

Note 1: The content of this job description will be reviewed with the post holder on an annual basis in line with the performance management cycle. Any significant change in level of accountability that could result in a change to the interim grade must be discussed with the post holder and representative where necessary.

PERSON SPECIFICATIONS: ASSISTANT SENCO

| Education & Qualifications | Essential | Desirable |
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| Training in the relevant strategies. | ✓ | |
| Meet HLTA standards, or equivalent qualification and experience | ✓ | |
| Excellent numeracy/literacy skills equivalent to NVQ Level 2 in English and Maths or recognised equivalent. | ✓ | |
| NVQ Level 4 for Teaching Assistant (or recognised equivalent qualification) | ✓ | |
| Experience | | |
| Three years' experience of working to support children's learning, gained in a relevant environment | ✓ | |
| Experience of working with students with additional needs. | ✓ | |
| Experience of assessment procedures and processes | ✓ | |
| Knowledge & Skills | | |
| Excellent numeracy and literacy skills. | ✓ | |
| Understanding of relevant legislation as it affects children and the education sector. | ✓ | |
| Ability to manage own workload and work on own initiative. | ✓ | |
| Ability to work constructively as part of a team. | ✓ | |
| Excellent interpersonal skills. | ✓ | |
| Good ICT and record keeping, recording and reporting skills. | ✓ | |
| Ability to communicate effectively both orally and in writing. | ✓ | |
| Good organising, planning and prioritising skills. | ✓ | |
| Methodical with a good attention to detail. | ✓ | |
| Full working knowledge of relevant policies/codes of practice including school performance management policies. | ✓ | |
| A good understanding of curriculum matters and to be able to contribute effectively to curriculum development and delivery. | ✓ | |
| In depth understanding of areas of learning, e.g. literacy, numeracy, science SEN or Early Years. | ✓ | |
| Understanding of principles of child development and learning processes. | ✓ | |
| Ability to plan effective actions for students at risk of underachieving. | ✓ | |
| Have experience of, or demonstrate the ability to manage a team including the monitoring, evaluation and prioritisation of others work. | ✓ | |
| Have experience of, or demonstrate the ability to develop, implement and deliver training programmes for other staff. | ✓ | |
| Effective use of ICT to support learning. | ✓ | |
| Use of other equipment technology – video, photocopier. | ✓ | |
| Well-developed interpersonal skills to be able to relate well to a wide range of people. | ✓ | |
| Excellent communication skills. | ✓ | |
| Personal Attributes | | |
| Customer focussed. | ✓ | |
| Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. | ✓ | |
| Open, honest and an active listener. | ✓ | |

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| Takes responsibility and accountability. | ✓ | |
| Committed to the needs of the pupils, parents and other stakeholders and challenge barriers to providing an effective service. | ✓ | |
| Demonstrates a 'can do' attitude including suggesting solutions, participating, trusting, and encouraging others and achieving expectations. | ✓ | |
| Is committed to the provision and improvement of quality-of-service provision. | ✓ | |
| Is adaptable to change/embraces and welcomes change. | ✓ | |
| Communicates effectively. | ✓ | |
| Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. | ✓ | |
| Acts with pace and urgency being energetic, enthusiastic and decisive. | ✓ | |
| Has the ability to learn from experiences and challenges. | ✓ | |
| Builds personal relationships with stakeholders, through regular contact and consultation. | ✓ | |
| Coaches and empowers team members to take responsibility for ensuring customer care. | ✓ | |
| Understands the schools development plan and how it relates to team and individual objectives. | ✓ | |
| Accepts, supports and quickly implements change. | ✓ | |
| Identifies and promotes best practice and encourage the sharing of ideas. | ✓ | |
| Proactively seek opportunities to increase job knowledge and understanding. | ✓ | |
| Values the diversity of individuals, adaptable approach to meet individual needs and effectively utilise the diversity of team members. | ✓ | |
| Works with others to resolve differences of opinion and resolve conflict. | ✓ | |
| Requires minimum supervision. | ✓ | |
| Takes responsibility for own and team actions. | ✓ | |
| Identifies and overcomes barriers and manage risks. | ✓ | |
| Takes quick and effective action. | ✓ | |
| Demonstrates defocused implementation of role and responsibilities. | ✓ | |
| Builds strong team ethos where everyone feels valued. | ✓ | |
| Provides timely sensitive and honest feedback on performance | ✓ | |
| Is accountable for own development and encourages the ownership of development needs amongst team members. | ✓ | |
| Commitment | | |
| Committed to Affinity Learning Partnership values and aims, acting as role model demonstrating professionalism and consistent high expectations at all times which supports the ethos of the Trust | ✓ | |

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| Recognise and respect difference between individuals and play their part in making the Trust more inclusive, aware of and committed towards diversity and equal opportunities. | ✓ | |
| Committed to own continual professional development | ✓ | |
| Other | | |
| Ability to travel to other Trust sites | ✓ | |
| Is fluent in the use of the English language | ✓ | |