

# Assistant SENCO (HLTA)

## Job profile

**“Bear fruit – fruit that will last” John 15v16-17**



### Core purpose

Under the direction of the SENDCo and SLT, undertake work, care and support programmes to facilitate learning of students with Special Educational Needs, assisting teachers to implement support strategies included on One Page Profiles. Under the direction of the SENDCo, plan and deliver interventions to students who require a specialist curriculum and small group evidence-based interventions to targeted students.

### General Responsibilities (all staff):

- Perform duties and attend meetings as reasonably required.
- Participate in the school's performance management scheme.
- Undergo in-service training where required.
- Contribute to the school's pastoral system.
- Observe and implement current school policies and good practice.
- Contribute to the overall Christian ethos/work/aims of the school.
- Carry out such particular duties as the Headteacher may reasonably direct from time to time.

### Support for the School:

- Be aware of and comply with policies relating to Safeguarding, Child Protection, Health & Safety, Equal Opportunities, Confidentiality, SEN Code of Practice as well as general staff procedures.
- Contribute to the overall ethos, vision and aims of the school.
- Appreciate and support the role of other professionals.
- Attend relevant meetings as required.
- Participate in training and other learning activities as required.
- Accompany teaching staff and students on visits, trips and out of school activities as required.

### Key Responsibilities – Teaching and Learning:

- Under the direction of the SENDCo, plan and deliver enrichment lessons and evidence-based Wave 2 and 3 interventions to individual and groups of students with SEND, adjusting activities according to students' responses as appropriate.
- Monitor and evaluate student responses to learning activities (including intervention workshops) through a range of assessment and monitoring strategies against pre-determined learning objectives, recording this to provide evidence of the range and level of progress and attainment.
- Be aware of and support differences to ensure all students have equal access to opportunities to learn and develop.
- Assist with examination invigilation/support.

### Key Responsibilities – SEND (under the direction of the SENDCo):

- Support and mentor students with SEND and/ or social, emotional, mental health needs.

- Liaise with parents of students with SEND and/ or social, emotional, mental health issues to arrange parent meetings, respond to parent emails and respond to phone calls.
- Prepare paperwork relating to EHCPs, screening assessments and referrals to other agencies (e.g., Occupational Therapy, EWMHS, Educational Psychology Service).
- Be involved in planning, organising and conducting One Page Profile review meetings.
- Write and update key documentation including Learning Plans maps and One Page Profiles.
- Ensure accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- Be involved in planning, organising and conducting review meetings including EHCP Annual Reviews.
- Maintain effective partnerships with parents to promote learning and to provide information to parents about targets, achievements and progress.
- Work with key staff on transition at KS2 to KS3 and KS4 to KS5 to ensure that there is a smooth transition between primary and secondary schools, as well as further education, for students with SEND.
- When necessary, provide guidance to teachers and LSTs on the choice of appropriate teaching and learning methods to meet the needs of different students.
- In the absence of the SENDCo, lead regular SEND team meetings.
- In the absence of the SENDCo, manage and support LSTs as necessary to ensure they are following their support and workshop timetable.
- Accompany and supervise designated students on educational trips and visits.
- Supporting students on an Alternative Provision pathway with monitoring visits.
- Carry out any other duties as directed by the SENDCo commensurate with the general level of responsibility of the post.

### Person Specification:

Knowledge, skills and qualities:

- Holds or working towards or willing to work towards a degree level qualification or an appropriate similar level e.g. the Level 4 Certificate for Higher Level Teaching Assistants.
- Has experience of working in a school across two or more key stages.
- Has strong GCSE (or equivalent) qualifications in English and Mathematics and a good grasp of how to teach the core building blocks in one or both subjects.
- Is articulate and committed to achieving high academic standards for all children, including those with SEND.
- Is motivated, well-organised, resourceful and able to use own initiative when necessary.
- Is hard working and a great team player, with good interpersonal skills.
- Is able to work accurately and have strong attention to detail.
- Is IT literate, especially with Microsoft Office (particularly Word, Excel, Outlook and PowerPoint) and willing to quickly acquire knowledge of school-oriented software (e.g. Edukey, Bromcom, CPOMS).
- Is pro-active, flexible and keen to take on additional responsibilities as they arise.
- Is caring and patient.
- Is committed to their own professional development.
- Has strong knowledge of effective strategies to meet the needs of students with Dyscalculia, Dyslexia, ASD, ADHD and/ or SLCN difficulties.
- Has a good understanding of the Special Educational Needs Code of Practice (2015) and adaptive teaching.

- Has an awareness of safeguarding and how to keep children safe.
- Has a love of learning and is committed to professional development.