



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Assistant SENDCo

We know from experience that things change throughout the lifetime of a role and so this JD isn't a list of everything you will do – this gives our people the chance to play to their strengths.

How you will make an impact...

- Help maintain the ethos of The Consortium Academy Trust by driving our organisational culture forwards and using every opportunity to embed our values.
- Taking responsibility for your own development - that way we can make the biggest impact!
- We are always looking for someone who can contribute to our growth.
- More than anything, we are looking for a team player who puts their heart into their work. We have some core values that run through everything we do, and we'd love it if they resonate with you too.

About the role...

Main purpose of the role:

- To support the strategic leadership and operational delivery of SEND provision across the academy.
- The role combines coordination of statutory SEND processes with monitoring and quality assurance of provision to ensure that students with SEND receive appropriate, timely and effective support.
- Working closely with the Director of Learning Support and SENDCo, the postholder will support compliance with statutory requirements, contribute to inclusive practice across the academy, and help ensure that SEND provision has a positive impact on student outcomes.

Key accountabilities:

SEND Coordination and Provision

- Support the coordination and delivery of SEND provision across the academy
- Contribute to the implementation of the graduated response (Assess-Plan-Do-Review)
- Monitor the effectiveness of interventions and provision for students with SEND
- Support staff in understanding and meeting the needs of students with SEND

Statutory Processes and Compliance

- Support the coordination of statutory SEND processes, including EHCP annual reviews
- Ensure documentation is accurate, up to date and completed within statutory timescales
- Maintain SEND records in line with academy systems and statutory requirements
- Contribute to ensuring compliance with the SEND Code of Practice

Quality Assurance and Monitoring

- Support the monitoring and evaluation of SEND provision and its impact on student outcomes
- Contribute to the identification of areas for development within SEND provision
- Assist in ensuring consistency and quality of provision across departments

Staff Support and Development

- Support teaching staff in implementing inclusive classroom strategies and reasonable adjustments
- Provide guidance to Teaching Assistants to ensure effective support for students
- Contribute to the deployment and coordination of Teaching Assistants

Communication and Partnerships

- Support effective communication with parents and carers regarding SEND provision and processes
- Liaise with external professionals and agencies to support coordinated provision
- Contribute to meetings with staff, families and external partners where appropriate

Operational and Administrative Oversight

- Coordinate SEND-related administrative processes in line with statutory and academy requirements
- Ensure efficient organisation of meetings, documentation and communication
- Support the effective use of school systems (e.g. Arbor) to track provision and outcomes

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the Academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various workplaces in the Academy.

As a member of staff of The Trust

- Role model appropriate behaviours within a professional environment including conduct, communication, and personal appearance
- Role model high levels of literacy and numeracy including modelling appropriate language
- Aspire to develop own professional skills and qualifications
- Use all forms of social media appropriately
- Take responsibility for the reputational management of all sites across the Trust
- Contribute to systems of evaluation and performance of the organisation positively

About you...

The postholder will play a key role in ensuring that students with physical, sensory and medical needs are able to access the curriculum safely and effectively. The role will support the academy in meeting its statutory responsibilities in relation to health, safety and inclusion.

This is the job for you if you hold the following qualifications, experience, knowledge, skills and values:

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Qualifications and Training

Essential

- Level 2 Qualification in English and Maths
- Experience of working with students with SEND in an educational setting

Desirable

- Relevant qualification in education or SEND (e.g. HLTA, CACHE, or equivalent)
- Evidence of SEND-specific professional development or training
- Working knowledge of the SEND Code of Practice and EHCP processes
- Leadership or coordination experience within a school setting
- First aid training

Experience, Knowledge and Skills

Essential

- Experience of working with students with Special Educational Needs and Disabilities (SEND) within an educational setting
- Secure understanding of inclusive practice and the principles of the graduated response (Assess–Plan–Do–Review)
- Knowledge of a range of SEND needs, including cognition and learning, social, emotional and mental health (SEMH), communication and interaction, and sensory/physical needs
- Ability to support the coordination and implementation of SEND provision and interventions
- Strong organisational skills, with the ability to manage multiple priorities and meet deadlines, including those linked to statutory processes
- Ability to maintain accurate and confidential records in line with statutory and academy requirements
- Effective communication skills, with the ability to work positively with students, staff, parents and external professionals
- Ability to work collaboratively as part of a team, while also using initiative to respond to emerging needs
- Competence in using ICT systems (e.g. MIS such as Arbor) to record, track and monitor SEND provision and student outcomes

Desirable

- Experience of coordinating SEND processes, including EHCP annual reviews and associated documentation
- Knowledge of the SEND Code of Practice and statutory requirements relating to SEND
- Experience of working with external agencies (e.g. educational psychologists, therapists, local authority services)
- Experience of supporting or delivering targeted interventions for students with SEND
- Experience of supporting staff to implement adaptive teaching strategies and reasonable adjustments
- Experience of contributing to the monitoring and evaluation of SEND provision and student progress
- Relevant qualifications or professional development in SEND, education or inclusion (e.g. HLTA or equivalent)
- Experience of supporting or leading a team, including contributing to the deployment or development of Teaching Assistants

Values and Personal Competencies

Essential

- A strong commitment to inclusion, equality and ensuring that all students are able to access learning and achieve their potential
- Commitment to the values and vision of the Trust, acting as a positive role model at all times
- Ability to build and maintain effective professional relationships with students, staff, families and external partners
- A proactive and solution-focused approach, with the ability to respond flexibly to changing needs and priorities
- High levels of professionalism, including the ability to handle sensitive and confidential information with discretion
- Strong communication skills, including the ability to explain SEND processes and provision clearly to a range of audiences

- Team focused and collaborative while also demonstrating initiative and accountability within the role
- Resilience and the ability to manage competing demands, particularly during periods of high workload (e.g. statutory deadlines)
- Commitment to ongoing professional development and reflective practice
- Strong organisational skills and attention to detail
- A calm, patient and empathetic approach when working with students with a range of needs

Desirable

- Confidence in supporting and influencing colleagues to develop inclusive practice
- Ability to contribute to training or development opportunities for staff
- Experience of working within a multi-agency environment
- Willingness to take on leadership responsibilities appropriate to the role
- Ability to establish good professional relationships and effective working relationships with a range of partners/colleagues and students at a variety of levels
- Understanding of child development and learning.
- Ability to write coherently and effectively, using expected standard English
- Committed to equality, diversity and inclusion.
- Strong morals, ethics and sound judgement.

Winifred Holtby Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The post is subject to a Disclosure and Barring Service (DBS) check.