



The Charter School East Dulwich

Assistant SENDCo (Teaching): JOB DESCRIPTION

Post Title: Assistant SENDCo (Teaching)

Payscale: Teachers pay scale plus TLR 2b (Inner London)

Reporting to: Assistant Headteacher SENDCo

Job Purpose

To support the SENDCo in leading and managing the provision of special educational needs across the school, leading on the specific allocated Key Stage; to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils but particularly those on the Special Educational Needs register.

Key Functions

To assist the SENDCo in ensuring the achievement of the highest possible educational standards and student support, through leading a highly effective and engaging SEND programme in the allocated Key Stage .

This will be achieved through the operational leadership and management of:

- The post holders's own teaching of classes
- SEND intervention group teaching including HLTA and LSA allocations and support.
- SEND Register identification and appropriate support allocation.
- Examination Access Arrangements
- Line Management and development of allocated SEND staff
- Liaising with families and students.
- Monitoring student progress and intervening to ensure all students progress well

Leadership Responsibilities

Teaching and Learning:

- To delivery lessons to students as a SEND teacher in line with teaching expectations for qualified teachers across the school
- To organise and deliver bespoke teaching interventions and intervention training to suit student cohort needs
- To support in the leadership of the provision of SEND teaching and support across the school
- To provide professional guidance to staff to secure highly effective teaching for SEN students
- To advise on and contribute to the professional development of staff, including whole school INSET provision

- To support with the identification of and disseminate the most effective teaching approaches for individual students with SEN.

SEND Department leadership:

- To line manage HLTAs and Learning Support Assistants as required
- To organise and allocate Learning Support Assistant timetables
- Support the SENDCo to monitor progress towards targets for students with SEND, including analysing and interpreting relevant school, local and national data.
- To support the SENDCo in the effective use of Provision Mapper including training staff, maintaining records and student support analysis.
- To liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision
- To contribute to the production of reports to the Headteacher and governing body on the effectiveness of SEND provision as required
- Work with the SENDCo and Exams Officer to ensure strong SEND exams provision including organisation of student access arrangements.

SEND Student provision

- To support the SENDCo in ensuring that the school carries out its statutory responsibilities regarding all students with a Statement of Special Educational Needs.
- To support the SENDCo in completing the annual review cycle for students on the SEN Register
- To assist the SENDCo in student specialist assessments, testing and information gathering including those relevant to Access Arrangements for external qualifications
- To support the SENDCo in completing admissions consultations
- To support the SENDCo in EHCP applications and ensuring the delivery of provision
- To support the SENDCo in writing Pupil Passports

Teaching Responsibilities:

1. To teach the subjects, classes and groups as allocated

- Teach the specific classes and groups as assigned by the SENDCo and Senior Leadership Team.
- To teach up to GCSE level Mathematics and English for SEND Students.
- Plan and prepare all resources and lessons for assigned classes.
- Follow the course outlines, syllabuses, and schemes of work agreed upon by the SENDCo and Faculty Leader
- Mark all work related to allocated classes in a timely manner, providing effective feedback at whole class and individual student level that supports strong student achievement.
- Set homework on a regular basis and ensure student work is marked promptly.

2. To ensure that high-quality teaching, learning and student progress takes place

- ✦ Provide a well-planned, challenging, purposeful, and neat physical classroom environment.
- ✦ Assess, monitor, and record student achievement, including completing all allocated data drops, subject and faculty marksheets and attending parents' meetings.
- ✦ Take an active part in subject and faculty Data Driven Instruction tasks and meetings
- ✦ Prioritise understanding student learning gaps and closing them through a data-driven approach
- ✦ Make effective use of performance data and target-setting, providing relevant information to the Senior Leadership Team.

General

- Actively contribute to a safe school environment where all students are safe and staff responsibility for safeguarding is paramount.
- Follow all safeguarding expectations and guidelines as set by the school, Trust, KCSIE (Keeping Children Safe in Education), and Government Guidelines.
- Fully engage with the staff induction programme, completing all allocated tasks and seeking clarification and support as needed.
- Read and actively engage with all school and trust policies, seeking guidance if aspects are not understood and adhering to the expectations.
- Participate in the school's Appraisal and Professional Development policy, including any related support plans.
- Contribute to, through team activities and staff voice, the faculty and year group development plans, linking in to the School Development Plan.
- Take personal responsibility for professional delivery and use line management effectively to seek support.
- Undertake specific duties as agreed with the Team Lead or as reasonably required by the Head Teacher.

Conditions of Employment

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).
- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.
- To uphold the school's policy in respect of child protection matters.
- They shall be subject to all relevant statutory and institutional requirements.
- The post holder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- All staff participate in the school's performance management scheme.
- The Charter Schools Educational Trust is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.
- The Charter Schools Educational Trust is committed to equality and diversity, and to being a family where everyone can be themselves. We are committed to continuous improvement in how representative we are of our local communities, including gender, ethnicity, religion, age, and all other aspects of diversity.
- We offer family friendly, flexible working arrangements, and staff networks to provide a supportive environment in the workplace where members can receive peer to peer support.

Person Specification

Qualifications

- Essential: A Level Qualifications or equivalent
- Essential: Be able to teach Mathematics (Essential) and English (Desirable) to GCSE level
- Desirable: Post-16 Qualifications / Degree.

Knowledge, Skills and Experience

- A minimum of two years' experience of working with children (either paid or unpaid capacity), preferably in an education setting and working with young people.
- Good behaviour management skills.
- Ability to use student data to generate appropriate and effective support.
- Demonstrate excellent communication skills (verbal and written).
- Ability to manage own time effectively and prioritize work to meet deadlines.
- Experience working with young people and their parents.
- Experience working with disadvantaged students.
- Experience working within an inner-London school.
- Experience of working with students who have behavioural difficulties.
- Understanding of strategies needed to establish consistently high aspirations and standards of results and behaviour.
- Strong presence in the school environment.
- Ability to tailor communication and support styles to individual student and family needs.
- Efficient and meticulous in organisation.

Professional Behaviours

- Genuine passion, and a belief in the potential of every child, whatever their background or personal characteristics
- A clear understanding that all roles in the school, are focused on student achievement and potential.
- A good awareness of safeguarding, KCSIE, understanding how and when to take appropriate action.
- The ability to work in close harmony with other staff
- Alignment to and evidence of the school values of Working Hard, Care, Curiosity and Integrity
- Excellent listening skills and a reflective mindset, open to feedback
- Passion, energy, resilience, and optimism to work in a team through day-to-day challenges
- A firm and constant belief in the unlimited potential of every student (particularly Pupil Premium students, those from diverse backgrounds and those with SEND) and a genuine commitment to inclusive education
- Willingness to participate in Continuous Professional Development including the ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to be flexible, to change, improve and develop
- The ability to manage personal workload, plan ahead and remain organised
- Confidence, self-motivation and the ability to be decisive
- High levels of honesty and integrity, with a commitment to Equality, Diversity and Inclusion
- A professional outlook, detail oriented and able to multitask and meet deadlines
- Calm and professional under pressure
- Understanding of the impact of actions on the workload of others
- Understanding of the importance of confidentiality and discretion