



Job Description and Person Specification

Assistant SENCo (non teaching)	
KGA Band 6, Point 10-12	
Purpose	Work closely with the SENCo, The Link team and senior leaders, you will play a key part in ensuring that all students with SEND receive the support they need to achieve their potential.
Reporting to	SENCo, Headteacher and Leadership Team
Day to Day Key Responsibilities	<ul style="list-style-type: none"> ● Support the daily coordination of SEND provision across the school, ensuring that students' needs are identified, understood and met effectively. ● Work closely with the SENCo, teaching staff and support colleagues to plan, deliver and review high-quality provision for pupils with SEND. ● Monitor student progress, update Learner Profiles and ensure individual support strategies are in place and shared with staff. ● Meet regularly with students to review their progress and wellbeing, offering guidance and support as needed. ● Liaise with parents, carers and external professionals to ensure clear communication and joined-up support for pupils with additional needs. ● Prepare paperwork and coordinate meetings for EHCP applications, reviews and updates. ● Support teachers with advice and modelling of adaptive strategies for classroom practice. Deliver or assist with staff training to strengthen inclusive teaching and understanding of SEND. Contribute to data tracking, analysis and reports relating to SEND students' progress and provision. ● Line manage members of the SEND team, providing guidance, feedback and support. Assist with transition planning for students moving between key stages or settings. Deputise for the SENCo when required, ensuring continuity of support and provision. Promote a positive, inclusive culture that celebrates diversity and supports every student to achieve their potential.
Experience	<ul style="list-style-type: none"> ● Experience of working with young people with SEND, ideally within a school setting (E) ● Supporting the delivery and coordination of SEND provision (D) ● Preparing or contributing to EHCPs and Annual Reviews (D) ● Liaising with families, external professionals, and multi-agency teams (E) ● Leading or supporting staff training related to SEND (D) ● Ability to identify students who have special educational needs and know where to get help in order to give positive and targeted support. Implement and keep records on Learner Profiles (E). ● Demonstrate knowledge on how to prepare and present informative reports to parent/carers.

	<ul style="list-style-type: none"> ● Ability to recognise that learning takes place outside the Academy context and provide opportunities to develop students' understanding by relating their learning experiences to real and work-related examples. ● An understanding for the need to liaise with agencies responsible for students' welfare (E) ● Demonstrate an active contribution to the policies and aspirations of the Academy (E) ● Line management (D)
Knowledge and Understanding	<ul style="list-style-type: none"> ● Knowledge of the SEND Code of Practice and statutory guidance (E) ● Understanding of inclusive classroom strategies and adaptive teaching methods (E) ● Awareness of safeguarding and child protection procedures (E) ● Understanding of data management and record-keeping systems (D) ● Understanding of effective intervention strategies (E) ● Ability to plan and evaluate interventions (E) ● Data analysis skills, and the ability to use data to inform provision planning (D)
Other required Key Skills & Abilities	<ul style="list-style-type: none"> ● Excellent interpersonal, communication, organisational and presentation skills (E) ● Good analytical and numeracy skills (E) ● Good attention to detail (E) ● Ability to organise and prioritise work effectively, to plan action in order to meet deadlines and to complete tasks with the minimum of supervision (E) ● Ability to provide effective team leadership in a structured, positive and proactive manner (D) ● The capacity to learn new skills, take initiatives and generate ideas (E) ● Good IT knowledge, particularly Word and Excel (and Google Doc and Sheets) (D) ● Ability to instigate, review and manage change (D) ● Willingness to deputise for the SENCo (E)
Education & Qualifications	<ul style="list-style-type: none"> ● Educated to GCSE Level or equivalent (E) ● Further qualifications in Special Educational Needs or related field (D) ● Evidence of ongoing professional development related to SEND (D) ● Willingness to undertake further SEND leadership training or qualifications (E)
Personal Attributes	<ul style="list-style-type: none"> ● Reflective and proactive approach (E) ● Calm, empathetic, and solution-focused (E) ● Commitment to inclusive education (E) ● Reliable, flexible, and adaptable (E) ● Collaborative team player (E) ● The ability to establish good working relationships with a wide range of students, staff, parents/carers and Governors (E) ● Ability to take personal responsibility for organising and meeting targets (E) ● Self-motivated with the ability to enthuse and motivate others (E) ● Commitment to continuous development and improvement (E) ● Commitment to team work and the highest possible professional standards (E) ● Commitment to safeguarding and welfare of students (E)
Whole-school organisation, strategy and development <ul style="list-style-type: none"> ● Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, to support the school's values and vision ● Make a positive contribution to the wider life and ethos of the school ● Work with others on curriculum resourcing to secure co-ordinated outcomes for learners 	

Health, safety and discipline

- Assist on the Health & Safety requirements of pupils
- Promote the safety and wellbeing of pupils

Professional development

- Take part in the school's appraisal procedures
- Take part in training and development
- Where appropriate, take part in the appraisal and professional development of others

Communication

- Communicate effectively with relevant stakeholders
- Develop effective professional relationships with colleagues
- Collaborate and work with colleagues and other relevant professionals within and beyond the school

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

All colleagues will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct. Please note, this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the postholder will carry out.

Mobility Clause

You may be required to work some of your contracted hours at other schools within the Trust, subject to the needs of the role.

Flexibility Statement

It is impossible to define clearly the exact nature of any job in a school. Therefore, the purpose of this job description is to outline the main duties that have to be fulfilled. When there is an emergency or in times of difficulty, absence or sickness, it is necessary to take on a variety of tasks and responsibilities regardless of job description under the direction of the Line Manager and School Leadership.

This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed or to incorporate any proposed changes. This procedure will be conducted in consultation with the post holder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible the employer reserves the right to make changes to the job description following consultation

King's Academies are committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

King's Academies pursues a policy of equality of opportunity.