

Queenswood

PERSON SPECIFICATION
AND JOB DESCRIPTION



Assistant
SENCo
(Maternity
Cover)



JOB DESCRIPTION

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Job Title: Assistant SENCo (Maternity Cover)

Reporting to: Assistant Head: Personalised Learning & SENCo

Reporting to the job holder: N/A

Working time: Full-time (37.5 hours per week), term-time + (34 weeks plus 1 week)

Purpose of Role: Responsible for assisting the SENCo with the day-to-day operation and delivery of an effective provision for students identified as having (or potentially having) Special Educational Needs and Disabilities.

The post holder will be liaising with the following teams: Pastoral Team, Academic Team, Exams Officer and invigilators, Wellbeing Centre Team, Boarding Team, Medical Team, Relevant external agencies.

Key Duties and Responsibilities:

Exam Access Arrangements:

- Collate teacher feedback prior to assessments
- Where relevant, communicate with parents and/or previous schools to gather further information relevant to access arrangements
- Share the role of completing Access Arrangement paperwork (Form 8s, Form 9s etc) with the SENCo
- Support the assessor on assessment days (collating student timetables, emailing staff prior to assessments, assisting the assessor with locating students etc)
- As required, meet with students to discuss access arrangements: to feedback to them after assessments, and to support them in making best use of their arrangements
- Inform teaching staff of new/changed access arrangements through updating iSAMS and the 'SEND needs and overview spreadsheet'
- Collate evidence of use of extra time and communicate with teachers/HODs for further evidence if required

Other administrative duties:

- Regularly review emails received by PLC team inbox and prompt/nudge follow-up from members of the PLC department as required
- Contribute to the completion of statutory paperwork (e.g. for EHCPs), as directed by the SENCo
- Under the direction of the SENCo, liaise with outside agencies and plan and implement specific strategies in collaboration with PLC and teaching colleagues
- To actively participate in PLC Team meetings, and to take minutes when required

Learning, Teaching and Attainment:

- Plan and deliver 1:1 and small group interventions for students with SEND, which are evaluated regularly, to ensure progression
- Support SEND students in lessons, as required, working collaboratively with relevant teachers to ensure progression

- Plan and deliver appropriate clubs/activities to support needs of students with SEND, some of which will be at lunchtimes/after-school
- Create and regularly update Individual Education Plans (IEPs), sharing updated IEPs with parents/relevant staff
- Act as a reader and/or scribe for in class assessments and exams
- Develop curriculum resources in collaboration with relevant class teachers to ensure that students with SEND can access learning in lessons
- Provide SEND students with the guidance, support, challenge and resources required to sustain motivation and improve attainment
- With support from the SENCo, communicate knowledge and understanding of students to parents, relevant school staff, and outside agencies (as required), so that informed decision making can take place about interventions and provisions.
- Participate in analysing performance data to inform planning of interventions, and to identify next steps for students with SEND
- Arrange Lucid assessments. Work with the SENCo to review the results and decide next steps as appropriate
- Participate in Progress Check review meetings
- Communicate with parents by email/phone and in meetings, as required

Involvement in the Admissions process:

- Assist the SENCo in reading applicants' information and make recommendations for entrance exams as well as the suitability of the school in supporting individual needs
- Visit primary schools to meet with SEND students and SENCos
- Interview applicants with SEND for entrance exams
- As directed by the SENCo, contact parents to discuss the individual needs of applicants and potential support available

General expectations/duties:

- To take a full and active part in the life of the school community
- To follow the guidelines of the staff handbook
- To support the school and its leadership
- To continue professional development as agreed with line-manager
- To engage actively in the performance review progress
- To attend inset days/twilight sessions

Person Specification

| Criteria | Essential | Desirable |
|---|--|--|
| Qualifications | <ul style="list-style-type: none"> • GCSE or equivalent in Maths, English and Science, Grade C or above • Relevant SEND qualifications/CPD | <ul style="list-style-type: none"> • A-levels or equivalent • HLTA qualification and/or L4+ SpLD qualification |
| Knowledge and Experience | <ul style="list-style-type: none"> • Experience of supporting students with SEND in a range of settings • Knowledge of a range of neurodivergence: common traits/difficulties and strategies to support students • Experience of using google drive/classroom to create/access resources and information to support student progress • Experience of planning 'next steps' for individual students based on available information/data • Experience of keeping relevant SEND documents, such as IEPs, up-to-date | <ul style="list-style-type: none"> • Experience of completing statutory documents for EHCPs • Experience of completing access arrangement forms • Experience of using iSAMS • Knowledge of the principles of the SEND Code of Practice • Knowledge of other current documents/ legislation • Experience of working with outside agencies |
| Skills & Ability | <ul style="list-style-type: none"> • Strong organisational skills • Demonstrate knowledge of how to support learners with SEND needs in accessing the curriculum • Ability to undertake a variety of administrative functions eg filing, writing emails, updating SEND records etc • Ability to work independently, prioritise workload, manage time effectively, meet deadlines | <ul style="list-style-type: none"> • Ability to use IT effectively to create spreadsheets/google sheets • Understanding of effective teaching methods |
| Personal Attributes & Behaviours | <ul style="list-style-type: none"> • Ability to work as part of a team (as well as being able to work independently) • Ability to communicate verbally and in writing with a range of people including parents, staff, governor, visitors • A willingness to be flexible, demonstrating a 'can-do' attitude • A commitment to ongoing professional development with a willingness to share gained knowledge with colleagues • Responds positively and proactively to feedback • A commitment to Safeguarding, Students' Wellbeing and Equality • A commitment to maintaining confidentiality • A commitment to being an active member of the whole school community • A commitment to promoting the ethos and values of Queenswood School | |