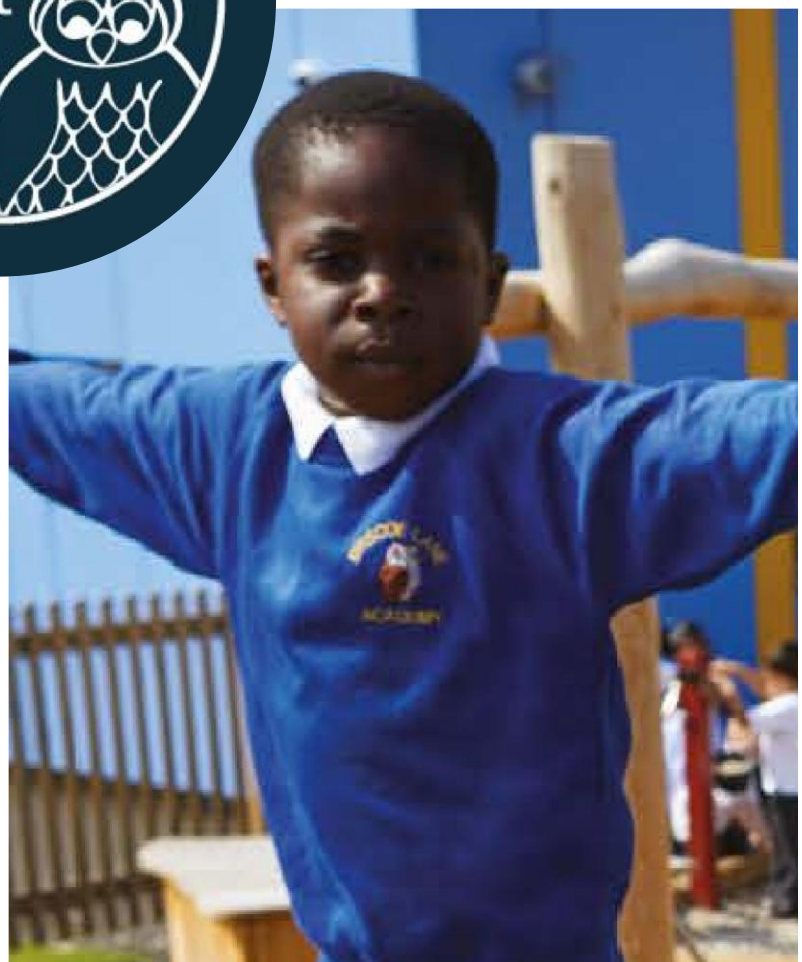




ASSISTANT SENCO & FAMILY SUPPORT WORKER JOB DESCRIPTION & PERSON SPECIFICATION



Assistant SENCo & Family Support Worker

Grade: Grade 5, spine point 13-19

Hours of work: 28 hours per week, Term time plus 5 INSET days

Responsible to: Principal, Senior Leadership Team and SENCo

Job Description

To provide support to the SENDCo and Senior Leadership Team in the coordination, development and delivery of effective SEND provision across the school.

To work collaboratively with pupils, families, staff and external agencies to identify and remove barriers to learning, promote inclusion and improve outcomes for children with additional needs.

To support the administration and monitoring of SEND processes, including EHCP applications, annual reviews, pupil profiles, individual education plans and intervention tracking.

To develop positive relationships with families, providing guidance, practical support and signposting to services, while supporting attendance, wellbeing, safeguarding and early help processes.

To contribute to the development of an inclusive school environment through supporting quality first teaching, ordinary available provision, targeted interventions and effective partnership working.

Main duties of the job

1. To support the SENDCo in coordinating provision for pupils with SEND, including those with Education, Health and Care Plans (EHCPs), ensuring records and documentation are accurate and up to date.
2. To assist with the preparation of EHCP applications, annual reviews, referrals, assessments and reports, gathering relevant information from staff, pupils, families and external professionals.
3. To maintain the SEND Register and support the monitoring and evaluation of SEND provision, including tracking intervention impact and pupil progress.
4. To support the development, review and evaluation of pupil profiles, individual education plans, provision maps and personalised support strategies.
5. To organise and attend SEND meetings, annual reviews, multi-agency meetings and parent meetings, maintaining accurate records, minutes and agreed actions.
6. To liaise with external agencies, including health professionals, educational services and other support providers, under the direction of the SENDCo, to ensure pupils' needs are effectively supported.
7. To support teachers and teaching assistants in delivering inclusive classroom practice, including advising on ordinary available provision, reasonable adjustments and strategies to improve access to learning.
8. To provide direct support to pupils through targeted interventions, small group work and individual support where required, monitoring progress and evaluating outcomes.
9. To contribute to the development of appropriate resources, approaches and strategies that enable pupils with SEND to access the curriculum successfully.
10. To work alongside families to develop strong home-school relationships, providing advice, guidance and support around SEND, attendance, wellbeing and children's learning.
11. To support families experiencing difficulties by providing practical and emotional support, signposting to relevant services and helping families access appropriate advice and resources.





12. To support whole-school attendance improvement strategies, including working with families, pupils and external agencies through initiatives such as the 'You Matter' programme.
13. To undertake Early Help Assessments and support the development, coordination and review of family support plans where appropriate.
14. To contribute to safeguarding processes as a Deputy Designated Safeguarding Lead (DDSL) and part of the Safeguarding Team, including identifying concerns, making referrals, attending safeguarding meetings and maintaining accurate records.
15. To participate in Team Around the Family meetings, professional meetings and multi-agency discussions, ensuring actions are followed through effectively.
16. To maintain accurate, confidential and timely records relating to SEND support, family support, safeguarding, attendance and pupil wellbeing.
17. To contribute to staff and parent training, workshops and information sessions as required.
18. To keep up to date with current legislation, guidance and best practice relating to SEND, safeguarding, attendance and family support.
19. To work collaboratively as part of the wider school team, supporting colleagues and contributing positively to the vision, ethos and values of the school.

This job description is written at a specific time and is subject to change as the demands of the organisation and the role develops. The role requires flexibility and adaptability and employees of the Trust/School should be aware that they may be asked to perform tasks and take on responsibilities not detailed within this job description, but which are relevant to the work of the post-holder.

Where the post-holder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

Signed **Print Name** **Date**





Person Specification

Knowledge, Skills and Experience

- Experience of working with children within a primary school environment.
- Experience of supporting children with SEND and understanding barriers to learning.
- Knowledge and understanding of the SEND Code of Practice and inclusive education.
- Understanding of EHCP processes, annual reviews and SEND assessment procedures.
- Experience of delivering interventions and monitoring pupil progress.
- Experience of working with families and developing positive home-school relationships.
- Knowledge and understanding of safeguarding procedures and responsibilities.
- Understanding of Early Help processes and multi-agency working.
- Ability to maintain accurate records and produce clear written reports.
- Excellent organisational skills with the ability to prioritise and manage competing demands.
- Ability to communicate effectively with children, parents, staff and external professionals.
- Ability to provide advice, guidance and support to families in a sensitive and professional manner.
- Ability to work collaboratively with colleagues and contribute to whole-school improvement.
- Good ICT skills and willingness to develop knowledge of school systems and specialist software.

Personal Style and Behaviour

- A caring, approachable and empathetic approach when working with children and families.
- Tact, diplomacy and professionalism in all relationships with pupils, parents, colleagues and external agencies.
- Commitment to inclusion, equality and improving outcomes for all children.
- Ability to remain calm and resilient when supporting families experiencing challenges.
- Self-motivation and personal drive to complete tasks to required timescales and quality standards.
- Flexibility to adapt to changing priorities and organisational needs.
- Commitment to continuous professional development and improving personal practice.
- Ability to maintain confidentiality and handle sensitive information appropriately.





Commitment to safeguarding and promoting the welfare of children.

Willingness to consent to and apply for an enhanced DBS disclosure.

Staff should display a personal commitment to the school's professional standards, including dress code and code of conduct, at all times.

The Trust/School, Trustees and Governors are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All staff and volunteers will be expected to complete an enhanced DBS check and any other safeguarding documentation as required.

All employees have a responsibility to cooperate in promoting and maintaining a safe and healthy working environment, to take reasonable care of their own health and safety at work and that of others who may be affected by their actions.

