Job Description

Job Title: Assistant SENDCO

Responsible To: SENDCO / Deputy Headteacher

Salary: Level 7

Hours: Full Time – 37 hours per week – term time, training days, and occasional Parents Evening

Latest Review Date: March 2026

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1. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying each out (within the bounds of the total number of hours contracted to work).

2. Subject to the above, the description of your post is as follows:

The role involves working with and under the guidance of the SENDCO to manage and work collaboratively with students, their families, school staff and the wider community to provide inclusive provision and effective support for students with Special and additional educational needs and disabilities.

Core Purpose:
The successful applicant will work under the direction of the SENDCO and will:

- Work with students who have special educational needs and disabilities (SEND), including English as an Additional Language.
- Provide some in class support.
- Withdraw individual students or small groups of students to develop language and or basic skills.
- Arrange and manage classes with individual students or small groups of students.
- Liaise with class teachers and SEND colleagues to plan effective support and intervention for individual or groups of students.
- Provide inclusive provision and effective support for students with special educational needs and disabilities.

Principle Responsibilities:
*The Assistant SENDCO post holder will have responsibility for the following:
- Contributing to the planning of teaching lessons and work programmes for individual students or groups of students on a short, medium, and long-term basis, particularly those with English as an Additional Language (EAL).
- Coordinating the supporting KS2 transition and throughout the year for new admission students with English as an additional language (EAL).
- Monitoring and reviewing English language for students with EAL in mainstream lessons and providing advice to mainstream teachers about appropriate differentiation and delivery.
- Acting as a main point of reference for information relating to inclusion of EAL students.
- Attending all relevant meetings regarding EAL.
- Under the direction of the teacher or SENDCO follow and teach agreed lesson plans for individual students or groups of students.
- Contributing to review and setting of realistic, challenging, and achievable targets for individual students or groups of students so that can progress and make good gain.

- Assisting teachers in evaluation and revision of lessons and work programmes for individuals and groups of students so that differentiation occurs and students make good progress.
- Supporting the development of language, literacy, and numeracy across all curriculum areas so that students have improved independent access and can make good gain.
- Preparing, developing, and deploying learning aids, materials, and equipment, including ICT, to assist in teaching and differentiation of the curriculum.
- Working collaboratively to monitor, record, and assess student progress.
- Assessing or arranging to contribute to specialist assessment and screening as required.
- For the maintenance of detailed and reliable records of individual student progress and groups of students
- Invigilating tests and examinations as directed, and co-ordinating and organising staff to support examinations.
- As required, lead specific projects or activities in the SEND area.
- Working collaboratively to co-ordinate, initiate, liaison and effectively communicate with parents, carers, and staff from outside agencies.
- Working collaboratively with other agencies, professionals, and school staff to meet the educational needs of individual students.
- Working collaboratively and contribute to successful transitions for students into KS3 and at the end of KS4.
- Supporting the SENDCO to work with and to deliver training and CPD to the members of the SEND department.
- Contributing to the development of a purposeful working atmosphere, implement, and monitor the school's policies and procedures.
- With the SENDCO, review contribute and update the SEND department development plan.
- Assisting the SENDCO and the SEND department to implement the SEND Code of Practice and embed inclusion strategies into general school practice.
- Contributing to the regular updates of the relevant sections of the school website and newsletter.
- Deputising for the SENDCO and dealing with day-to-day management of the department and support of SEND staff as required
- Directly managing and deploying small groups of support staff so that they can contribute to individual projects and the work of the SEND department.
- Deploying support staff appropriately across curriculum areas and liaising with subject areas to ensure effective support.
- Contributing to the review process and support required for Performance management of SEND staff.

* Some actual duties to be agreed in consultation with the SENDCO / Deputy Headteacher based on identified priorities for the SEND provision of the School and subject to change following discussion with the post holder based on the requirements of the school.

Notes
The Post holder must be prepared to carry out additional duties, which may reasonably be required by the Headteacher. The duties of this post may vary from time to time, as required by the changing needs of the School as directed by the Headteacher, without changing their general character or level of responsibility. This job description is subject to review and amendment from time to time in line with changing School requirements. It is hoped that all Staff will play a full and active part in the general life and activity of the School.

Person Specification for the role of Assistant SENDCO

Please note that the information below, along with the relevant Job description, acts as the selection criteria and should be used as guidance when completing your application for the post.

Key: Essential = without evidence of which the candidate would be declined
Desirable = useful for the role but not essential, may be used when making decision between two good candidates.

	Essential	Desirable	
Experience			
• Demonstrable experience of working with students and young people with a range of special needs.	•		Application Reference Interview
• Demonstrable experience of working with students and young people with English as an Additional Language.		•	Application Reference Interview
• Experience of working within an educational setting.	•		Application Reference Interview
• Experience gained in a similar role gained within a school environment.		•	Application Reference Interview
• Experience of planning, monitoring and assessment of students' progress in an education setting.	•		Application Reference Interview
• Experience of delivering personalised curriculum to individual students or groups of students.		•	Application Reference Interview
Qualifications			
• GCSE in English and Maths or equivalent.	•		Application Interview
• Appropriate qualification in SEND or similar.	•		Application Interview
Skills & Abilities			
• Able to support the SENDCO to lead and manage a team of SEND support staff.	•		Reference Interview
• An ability to support the professional development of SEND staff by modelling of good practice and providing peer mentoring and training.	•		Reference Interview

	Essential	Desirable	
• Able to establish and maintain effective communication within school and when working with parents/carers and related agencies.	•		Reference Interview
• An ability to establish comprehensive systems of record keeping and use these to inform judgements and decisions.	•		Reference Interview
• Able to support learning and student progress across the curriculum and key stages.	•		Reference Interview
• Able to use Information Technology skills for word processing, databases and spreadsheets and assistive technology learning.	•		Reference Interview
• An ability to plan, implement, evaluate and record learning experience.	•		Reference Interview
• An understanding of the importance of language development.	•		Reference Interview
• An awareness of how to meet the needs of students with English as a second language.	•		Reference Interview
• An awareness of the importance of equal opportunities.	•		Reference Interview
Competencies			
• Able to demonstrate appropriate motivation to work with young people.	•		Reference Interview
• Able to demonstrate ability to form appropriate relationships with young people.	•		Reference Interview
• Able to demonstrate understanding of assessment school progress levels and individual tests.	•		Reference Interview
• An ability and competence to carry out individual student testing and screening.		•	Reference Interview
Personal Qualities & Attributes			
• A 'can do' attitude, caring, enthusiastic and conscientious.	•		Reference Interview
• Co-operative and able to work in a team successfully.	•		Reference Interview
• Well organised.	•		Reference Interview
• Good verbal and written communication skills.	•		Reference Interview
• An ability to set and achieve high personal standards.	•		Reference Interview
• Able to use IT competently.	•		Reference Interview
• Reflective: adept at observing/listening to students and recording progress.	•		Reference Interview
	Essential	**Desirable**	
Equality Issues			
• Able to recognise and act upon discrimination	•		Reference Interview

Specialist Knowledge			
• In-depth knowledge of students learning preferences the necessary skills to access learning.	•		Reference Interview
• Demonstrable knowledge of curriculum requirements.	•		Reference Interview
• Knowledge of policies and procedures relevant to Inclusion and particularly SEND.	•		Reference Interview
Education and Training			
• HLTA Status.	•		Reference Interview
• A qualification in specialist subject, or an equivalent qualification or experience. (ESOL /TEFL)	•		Reference Interview
• Record of commitment to continuous professional development.	•		Reference Interview
• Part qualified teacher or relevant qualification		•	Reference Interview
Other relevant factors			
• Applicants will undergo appropriate child protection screening including checks with past employers and the Disclosure and Barring Service.	•		Reference DBS process
• The post holder will be prepared to undergo further professional training appropriate to the responsibilities of the post.	•		Reference Interview