



Serenity School

Job Description: Assistant Special Educational Needs Co-ordinator.

Job details

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| Job title: | Assistant Special Educational Needs Co-ordinator |
| Hours: | 38.5 hours per week, 38 weeks per annum. |
| Contract type: | Full-time permanent |
| Reporting to: | SENCo |
| Location: | Serenity School Maidstone |

Main purpose

The Assistant SENCO, under the direction of the SENCO, will:

- Assist in managing the provision for pupils identified as having Special Educational Needs (SEN)
- Promote high quality teaching, effective use of resources, and high standards of learning and achievement for all pupils.

Responsibilities

Assisting in leading the work of the SEN team:

Key functions

- To assist the SENCO in leading the provision for SEN within school.
- To manage appropriate resources for Special Needs and Learning Support and ensure that they are used efficiently, effectively and safely.
- To develop curriculum resources to ensure that pupils identified as having SEN have the required levels of support.
- To support the SENCO in managing the implementation of an inclusive curriculum.

- Within the context of the academy's aims and policies, to work with the SENCO to develop and implement intervention groups and support.
- To provide all those with involvement in Special Needs and Learning Support the support, challenge, information, and development necessary to sustain motivation and secure improvement in learning.
- To support learning of students as allocated by the SENCO and in coordination with Directors of Learning.
- To manage and maintain provision maps.

Specific Responsibilities

- To support the provision of SEN, including the allocation of support time and the writing of Pupil Profiles.
- To liaise with relevant outside agencies to ensure that individual pupil SEN are met effectively and that the requirements of statements of SEN are met fully.
- Ensuring that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- Ensuring that staff are kept informed of pupil's SEN and advise on areas to develop and support.
- Working with the SENCO and other staff to ensure that Pupil Profiles are used to set subject specific targets and match work well to pupils' needs.
- Using data effectively to identify pupils who are seriously underachieving and where necessary create and implement effective plans of action to support those pupils.
- To provide guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of different pupils.
- To work with the SENCO to promote an inclusive curriculum.
- To liaise with and inform parents/carers about the specifics of the SEN provision for their child under the direction of the SENCO.
- To monitor the progress of students with SEN and advise the SENCO.
- To support meetings of SEN staff, communicate information to staff and co-ordinate resulting action.
- To offer and advice and support to teaching staff in providing a quality first teach approach, under the direction of the SENCO.
- To support the process of access arrangements in liaison with the Examinations Manager.
- To deputise for the SENCO in matters relating to SEN.

Notes

The above duties are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The 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 construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher. This job description does not form part of the contract of

employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.

Person Specification

| Attribute | Essential | Desirable | Evidence A=Application C=Certification D=Documentation I=Interview R=Reference |
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| Education Qualifications | <p>Either: Qualified teacher with honours degree</p> <p>Or: Qualified HLTA with experience in a special school</p> | <p>Other professional development in the area of SEND Up to date Safeguarding Training</p> | <p>A C D</p> |
| Experience | <p>Experience of working with children across all keys stages (EYFS, KS1, KS2, KS3) with evidence of having achieved successful pupil outcomes</p> <p>Knowledge and understanding of how children learn A sound grasp of the concept of inclusive practice.</p> <p>A good knowledge of the SEND Code of Practice</p> <p>Experience of working closely with parents in successful home-school partnerships that support pupils' needs</p> <p>Knowledge of issues relating to equal opportunities</p> <p>Knowledge and experience of using basic diagnostic tests for identifying specific needs</p> <p>Knowledge of current educational issues</p> | | <p>A I R</p> |
| Skills Knowledge Aptitude | <p>Skilled at making and sustaining positive relationships with children</p> <p>Able to stimulate children's interest in learning</p> <p>Able to work closely with pupils who are finding learning difficult, or those who have</p> | | <p>A I R</p> |

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| | <p>experienced a feeling of failure Able to work closely with other adults, offering them practical advice and strategies that assist them to overcome problems relating to the teaching of pupils with SEND</p> <p>Skilled at developing children's self-esteem and motivation so that they become resilient, independent learners</p> <p>Capable of planning intervention work, assessing the needs and achievements of children and maintaining appropriate records</p> <p>Able to work closely with the wider school community in the development of provision for pupils with SEND</p> <p>Able to foster effective relationships with parents, communicate with them and encourage their active participation in their child's education Excellent written and oral communication skills</p> | | |
| <p>Personal Characteristics</p> | <p>Commitment to ensuring the safety and welfare of children</p> <p>Uphold and promote the ethos and values of the school and our Trust Act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school and our Trust Ability to work under pressure and prioritise effectively</p> <p>Maintain confidentiality at all times Commitment to equality</p> | | <p>A I R</p> |