



Job Description

JOB TITLE	Assistant SENCo
JOB FAMILY	Pastoral
PHASE	Secondary
REPORTING TO	SENCo
RESPONSIBLE FOR	NA

Job Purpose

- To assist in the promotion, direction and oversight of high standards of student progress, attendance and behaviour through the effective and individual support within the context of an inclusion provision.
- To assist the SENCo to raise expectations for students with SEND. Working with key teachers and staff to improve teaching of different groups – SEND, more able, those children with below age-related literacy and numeracy. Accountable for roles and responsibilities in supporting students with high level SEN, and appropriate training, support and direction for staff.

Note: In the context of this Job Description, students with special educational needs are deemed to include:

- Students on the School's Special Educational Needs Register
- Students with identified specific learning difficulties; this could include behavioural and emotional
- Students whose first language is other than English
- Students who the Principal considers have previously received, for any reason, an inadequate or compromised education

Duties and Responsibilities

- To work closely with the SENCo to support the day-to-day operation of provision made by the school for students with SEND and provide professional guidance around SEND to secure high quality teaching and the effective use of resources to bring about improved standards and progress for all students.
- To know the characteristics of effective teaching and learning, including the main strategies for improving and sustaining high standards of student achievement and promoting their spiritual, moral, social and cultural development and good behaviour, and how those strategies can be used to support students with SEND.
- To understand how information and communication technology can be used to help students gain access to the curriculum, as an aid to teaching and learning and as a means of communication between those teaching students with SEND.



- To know and understand relevant research, national inspection evidence and legislation, including the SEND Code of Practice and Job Description – SENCo equal opportunities legislation and how these apply to students with SEND.
- To be aware of the legal requirements and communicate information effectively to Local Authorities, external agencies, parents/carers and other schools on transfer.
- To understand the use of mapping tools to plan provision and as the basis of target setting and tracking progress.

Planning and Setting Expectations

- To assist with analysis and interpret relevant national, local and school data plus research and inspection evidence to inform the SEND Policy, practices, expectations, targets and teaching methods.
- To work with students, subject leaders and class teachers to ensure that high expectations of behaviour and achievements are set for students with SEND.

Teaching and Managing Student Learning

- To disseminate the most effective teaching approaches for students with SEND.
- To monitor the effectiveness of appropriate teaching and learning activities and target setting to meet the needs of the students with SEND.
- To take a lead role in the direct delivery of evidence-based small group intervention programmes to accelerate progress for identified students with SEND.
- To support the development of improvements in literacy, numeracy and information and communication technology skills, as well as access to wider curriculum. Identify and develop study skills to support students in their ability to work independently and learn more effectively.
- To support and develop effective liaison between schools to ensure there is good continuity in terms of support and progression in learning when students with SEND transfer.

Assessment and Evaluation

- To collect and interpret specialist assessment data gathered on students and use it to inform practice.
- To support, implement and evaluate systems for identifying, assessing and reviewing students' SEND in relation to the school's SEND policy.
- To lead and co-ordinate the completion of SEND Support Agreements and quality assure the effectiveness of targets.
- To monitor the progress made in setting objectives and targets for students with SEND, assist in the evaluation of and the effectiveness of teaching and learning and use the analysis to guide further improvement.



Relations with Parents and Wider Community

- To support the development and maintenance of effective partnerships between parents/carers and the school's staff to promote students' learning; communicate effectively; providing information to parents/carers about targets, achievements and progress.
- To effectively liaise with external agencies to provide maximum support for students with SEND.

Managing Own Performance and Development

- To attend annual reviews, case conferences and meetings effectively.
- To prioritise and manage their own time effectively, particularly in relation to balancing the demands made by administrative duties within the Academy and the Local Authority and acting as a resource for colleagues.
- To take responsibility for their own professional development.

Managing and Developing Staff and Other Adults

- To encourage all members of staff to recognise and fulfil their statutory responsibilities to students with SEND.
- To advise, contribute to and, where appropriate, co-ordinate the professional development of staff to increase their effectiveness in responding to students with SEND and provide support and training to trainee and newly qualified teachers in relation to students with SEND, understanding their needs and importance of raising their achievement.
- To support staff in understanding the learning needs of students with SEND and the importance of raising their achievement.
- To support the SENCo in holding learning assistants and teaching staff to account for progress and learning of students with SEND.
- To support staff by ensuring that all those involved have the information necessary to secure improvements in teaching and learning, disseminating good practice in SEND across the school.
- To provide direct line management to Learning Support Assistants to ensure high-quality, consistent support that improves achievement and independence.

Managing Resources

- To assist establishing staff and resource requirements to meet the needs of students with SEND, advise the Principal, Senior Leadership Team and Governing Body of likely priorities for expenditure and allocate resources made available with maximum efficiency to meet the objectives of the school and SEND policies to maximise students' achievements and to ensure value for money.
- To maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
- To ensure that there is a safe working & learning environment in which risks are properly assessed.



Strategic Leading

- To contribute effectively to the development of a positive ethos in which all students have access to a broad, balanced and relevant curriculum and which contributes to students' spiritual, moral, cultural, mental and physical development and in preparing students for the opportunities, responsibilities and experiences of adult life.
- To support the SENCo in ensuring the objectives of the SEND Policy are reflected in the school improvement plan, that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated and reviewed.
- To set standards and provide examples of best practice for other teachers in identifying, assessing and meeting students' SEND needs.

Strategic direction and development:

- Support the vision, ethos and policies of the academy which secure effective and successful learning and promote high levels of achievement and self-esteem for all students irrespective of background, ethnicity or disability.
- Support the leadership and management of the Inclusion provision and the evaluation of the effectiveness of it and analyse its impact on students who have accessed it.
- Ensure the effective and proficient use of student data using the school's assessment policy to raise achievement.
- Raise standards of individual student achievement and ensure that good attainment is maintained by providing a model appropriate behaviour and social skills.
- Ensure that parents are well informed about the curriculum, targets, individual students' progress and achievement.
- Develop and maintain good relationships with parents/carers, outside agencies and the local community.

Recording and assessment

- Help set targets for raising achievement among students with SEND.
- Make use of specialist assessment data, including attendance and behaviour data.
- Support use of systems for identifying, assessing and reviewing the needs of children accessing alternate provisions within the Academy.
- Develop understanding of learning needs and the importance of raising achievement among students.
- Attend appropriate meetings and keep parents/carers informed about their child's progress.

Training

- Undertake training opportunities to learn about working with children with challenging behaviours related to SEND.
- Disseminate good practice in assertive discipline across the Academy.

Standards and quality assurance

- Support the aims and ethos of the Academy.
- Set a good example in terms of dress, punctuality and attendance.



- Attend and participate in school events.
- Uphold the school's behaviour code of conduct and uniform regulations.
- Participate in staff training and continued professional development through CPD.
- Attend SEND team and staff meetings.
- Develop links with governors, Local Authorities and partners schools and Academies including the Thinking Schools Academy Trust.

Maintenance of Professional Standards:

- Keep yourself fully appraised and aware of educational and other appropriate developments whether national or local and assess their impact on the Academy and the Team for which you are responsible.
- Always ensure the highest standards of professional conduct and confidentiality.
- Ensure the development and maintenance of a team culture that enables the SEND Team to work effectively.

Staff Development:

- To assess development and training needs including First Aid and discuss with Line Manager.
- To set your own targets before any development activity and review and evaluate the activity after completion, cascading information when relevant.
- To keep personal records of all staff development activities in which you are/have been involved.

Other Areas of Responsibility at Maritime Academy

To provide full medical administrative support ensuring efficiency with the SENCo; dealing with all matters in a confidential and professional manner

- To create and regularly update detailed Individual Health Care Plans, Medical Register, Risk Assessments, Lift Passes, Toilet Passes.
- To perform clerical duties involved in the preparation and maintenance of first aid services, health records and reports, Individual Health Care Plans (IHCP) and work alongside parents/carers and any external professionals.
- Keep confidential records up to date in liaison with the SENCo including student files for students with medical needs ensuring staff are trained in first aid/CPR/EpiPens/Asthma and organise training as required to ensure first aiders have up-to-date qualifications.
- Maintain medication kept at the school for student use in accordance with school policies and ensure the administer of medication to students, staff and visitors as appropriate according to medical action plans and school policies.
- Provide guidance to staff for health-related procedures for special need disabled students and be the advocate for children with MHCPs and administer any support as required.



Generic Duties relevant to all members of Staff

The Trust

- The ethos of our Trust is “Transforming Life Chances”. All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust’s visions and aims. All staff should act with professional integrity at all times, following the “Code of Conduct”.
- You will be based at Maritime Academy. However, you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

Teaching and Learning

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

ICT

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.
- All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust’s Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

- Employees are required to work in compliance with the Academy’s Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Safeguarding Lead



Data Protection

- Ensure confidentiality of personal data at all times by sharing, processing, obtaining and advising on data in line with Trust Data Protection policies and procedures. Having due regard for the high level of personal and special category data processed within your role.
- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Students, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

I understand and agree to the job description of an Assistant SENCo.

Name:.....

Signed:

Date: