

Job Description

Assistant SENCO Grade 6

The post holder will report to Head Teacher. Apart from other colleagues in the school, the main contacts of the job are: Head Teacher, Deputy Head, teaching staff, other support staff and pupils.

Main Purpose of the Job:

Alongside the SENCO, under the direction of the Head teacher, the Assistant SENCO will;

1. Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
2. Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
3. Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
4. Maintain an up to date knowledge of national and local initiatives which may affect the school's policy and practice
5. With SENCO, evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
6. To work collaboratively with all staff and parents in order to support student wellbeing and to provide a comprehensive and responsive support service for the department to meet the demands of the curriculum.
7. To manage a specialist curriculum or resource function, including allocation and monitoring of work, line management, training and appraisal of support staff and acting as part of the management team, becoming involved in planning and assessment
8. To collaborate with parents and outside agencies to write applications for Education, Health and Care Plans. To ensure all documentation linked to EHCPs are managed effectively and timelines and quality standards are met
9. Represent the school at SEND tribunal hearings as needed.

Main Duties

Support for Pupils:

1. Be responsible for the day to day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEND
2. To take a lead role across school helping to identify and support SEND pupils co-ordinating and assessing case suitability and tracking and monitoring outcomes
3. To use specialist skills, training and experience to support pupils in the relevant discipline.
4. To provide feedback to pupils in relation to progress and achievement where appropriate.
5. To support pupils in accessing learning activities under the guidance of the teacher.
6. Take the initiative as appropriate to develop multi-agency approaches to supporting pupils.
7. To maintain accurate, confidential and up to date documentation on all cases of SEND to use and report as required

Support for Teachers

1. Organise and manage alongside the SENCO appropriate learning environment and resources.
2. Within an agreed scheme, of supervision, contribute to the whole planning cycle, including preparing challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
3. Give regular feedback on children's progress to the class teacher, parents and complete/file records.
4. Be responsible for keeping and updating records, information and data, producing analysis and reports as required
5. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
6. Record progress and achievement in lessons/activities systematically and providing evidence of a range and level of progress and attainment.
7. Administer and assess routine assessments.
8. Liase with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of pupils.
9. Supporting the role of parents in pupils' learning and contribute to meetings with parents to provide constructive feedback on pupil progress and achievement.

10. Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.

Support for the Curriculum

1. Assist the SENCO with Implementing agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs, including assessment.
2. Contribute to the development of lesson/work plans.
3. Deliver programmes including those linked to local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
4. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
5. Select and prepare resources necessary to lead learning activities, taking account of pupils' interests, language and cultural backgrounds.

Support for the School

1. Ensure strategic processes are complied with in order to overcome barriers to learning, including e.g. behaviour management strategies.
2. Comply with and assist with the development of policies and procedures relating to child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
3. Accompany teachers and pupils on educational visits.
4. Assist in maintaining high standards of health and safety at all times.
5. Maintain good relationships with colleagues and work together as a team.
6. Contribute to the identification and implementation of appropriate learning activities which consolidate and extend work carried out in class
7. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
8. Contribute to the overall ethos/work/aims of the school.
9. Establish relationships and communicate with other agencies/professionals, in liaison with the teacher, to support pupil progress and achievement.
10. To complete CAHMS, Local authority and agency audits/returns and reports as necessary throughout the year
11. Be available to meet staff/parents throughout the week
12. Liaise with outside agencies and all stakeholders to ensure statutory requirements are met

Where the postholder 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.

Manchester City Council
Person Specification
Assistant SENCO Grade 6

For this job we are looking for:

Experience:

Experience of working with children of a relevant age

Experience working in the SEND discipline within a learning environment

Qualifications/Training:

Numeracy/Literacy skills (at a level equivalent to NQF Level 2)

HLTA qualification or equivalent (refer to HLTA standards)

Knowledge/Skills:

- Knowledge and understanding of the relevant subject area and awareness of how these can contribute to the provision of the subject within the school.
- The ability to use specialist equipment and resources.
- Full working knowledge of relevant policies, codes of practices and legislation.
- Working knowledge of the national curriculum in the specialist area, according to the particulars of the post.
- Understanding of statutory frameworks relating to teaching, according to the particulars of the post.
- Ability to organise, lead and motivate a team.
- Ability to self-evaluate learning needs and actively seek learning opportunities.
- Ability to relate well to staff, pupils, parents and representatives of outside agencies.
- Literacy and numeric skills to a high standard to accurately complete and maintain relevant records.
- Ability to work as a team member as well as to own initiative without direct supervision.
- Ability to demonstrate effective use of ICT to support learning.
- Willingness to undergo minor first aid training.

- Willingness to participate in development and training opportunities.

Willingness to participate in training, performance management and self evaluate learning needs and actively seek learning opportunities

Training in the relevant learning strategies and /or in a particular curriculum or learning area, eg. SEND

Ability to relate well to children and adults

Ability to work as part of a team

An understanding of the role of the Teaching Assistant and other professionals working in the classroom

Ability to use relevant technology eg photocopier

Effective use of ICT to support learning

Full working knowledge and understanding of national/foundation stage curriculum and other relevant learning programmes/strategic processes and barriers to learning

Ability to organise, motivate and lead a team

Understanding of statutory frameworks relating to teaching

Full working knowledge of relevant policies/codes of practice/legislation

Understanding of the principles of child development and learning processes

Ability to self-evaluate learning needs and actively seek opportunities

Willingness to undertake first aid training as appropriate

Personal Style and Behaviour

- Interpersonal sensitivity and concern when dealing with pupils, parents, and school staff.
- Self-motivation and personal drive to complete tasks to the required timescales and quality standards.
- The flexibility to adapt to changing workload demands and new school challenges.
- Personal commitment to ensure services are equally accessible and appropriate to the diverse needs of the school.
- Personal commitment to continuous self development.

- Personal commitment to continuous school improvement.
- Willing to comply with the School and the City Council's policies and codes of practice.
- Willing to consent to apply for an enhanced disclosure to a CRB (Criminal Records Bureau) check.
- Personal commitment to the School's professional standards, including dress code as appropriate.

Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.

Self motivation and personal drive to complete tasks to the required timescales and quality standards.

The flexibility to adapt to changing workload demands and new school challenges.

Personal commitment to ensure that the provision is equally accessible and appropriate to meet the diverse needs of pupils.

Personal commitment to continuous self-development.

A commitment to school improvement.

Be willing to consent to and apply for an enhanced disclosure to a CRB (Criminal Records Bureau) check.