



Cliftonville Primary School

Assistant SENDco SUPPORTING AND DELIVERING LEARNING

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| Hours: | This could be a minimum of 3 days a week or full time Annual leave – Holidays may only be taken during school holidays. |
| Pay scale: | Main pay scale range pro rata in line with the current Whole School Pay Policy and Teachers' Pay and Conditions Document |
| Responsible to: | SENDco and SLT link for the SEND team |

*This is negotiable dependent on experience and qualifications

| MAIN PURPOSE OF THE JOB |
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| <ul style="list-style-type: none">• The Assistant SENCO is required to carry out the duties of a schoolteacher as set out in the School Teachers' Pay & Conditions Document and the Teachers' Standards.• To assist the SENDco in leading, managing, developing and maintaining high quality SEN provision which enables quality teaching, excellent learning outcomes and success for all pupils• To model effective teaching, to coach and train colleagues and to teach across the school• To assist the SENDco ensuring that keep all aspects of paperwork including records and policies, are up-to-date and actioned, as appropriate• To deputise for the SENDco in their absence |
| STRATEGIC DIRECTION AND DEVELOPMENT OF SEND PROVISION IN THE SCHOOL |
| <p>With the support of and working with SENDco to:</p> <ul style="list-style-type: none">• Support all staff in understanding the needs of SEN pupils• Support the SENDco in ensuring that the SEND register is kept accurate and up to date and that staff are kept informed of children's special educational needs• Regularly track and monitor intervention data to identify progress and underachievement• Work with the SENDco and other staff to use data effectively to identify children who are seriously underachieving and where necessary create and implement effective plans of action to support those children, including vulnerable children• To work with the SENDco to monitor that individual education plans are effective and being implemented• Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum.• Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for pupils with SEN• Deputise for the SENDco in chairing annual reviews effectively as appropriate• Support the SENDco with liaising with relevant outside agencies in order to ensure that children's special educational needs are met effectively and that the requirements of an EHCP are fully met.• Ensure that accurate and detailed records are kept of all meetings and discussions with parents, staff and outside agencies• Support the SENDco and members of the team in testing and access arrangements for summative assessments e.g. KS2 SATS• Support the SENDco in the devising, implementation and updating of any SEND policies which reflect the schools commitment to high achievement and effective teaching and learning• Support the SENDco by providing oral and written assessments, reports and references relating to the development and learning of individual children and groups of children |

| SUPPORT FOR PUPILS |
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| <ul style="list-style-type: none"> • Support the SENDco with the identification of and disseminate the most effective teaching approaches for pupils with SEN – including demonstrating a sound knowledge and understanding of ASD strategies. • Collect and interpret specialist assessment data on SEN to inform practice • Work with pupils, class teacher and key stage managers to ensure realistic and challenging expectations of pupils with SEN • Monitor the use of resources, teaching activities and target setting and develop and maintain a recording system for progress of pupils with SEN • To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, and discipline. • To foster each child's self-image and esteem and establish relationships based on mutual respect |
| SUPPORT FOR TEACHERS |
| <ul style="list-style-type: none"> • To be the Assistant SENDco and assist in leading the SEND team and Teaching Assistants • To assist the SENDco in supporting and leading the provision for special educational needs within the school to develop exemplary inclusive practice across the school including individual education plans • Share knowledge and understanding of the effectiveness of ASD strategies in supporting the learning of all pupils. • To liaise with staff to ensure that individual pupil special educational needs are met effectively and that the requirement for the EHCP are fully met • To support all relevant parties, where appropriate, in reviewing the needs, progress and targets of pupils with SEN • To provide guidance to teachers and support staff on the choice of appropriate teaching and learning strategies to meet the needs of different children including vulnerable children • Advise and contribute to all aspects of SEN training to ensure the professional development of staff • To liaise with support staff both school based, from the LA & from other external bodies as required. |
| SUPPORT FOR THE CURRICULUM |
| <ul style="list-style-type: none"> • To develop curriculum resources ensuring that pupils identified on the SEND register have the required levels of support • To manage appropriate resources for SEND and ensure that they are used efficiently, effectively and safely • Actively promote the application of literacy, numeracy and ICT across the curriculum for all pupils. |
| SUPPORT FOR THE SCHOOL |
| <p>Carry out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions document and the DfE Teachers' Standards Framework.</p> <ol style="list-style-type: none"> 1. To ensure that the school's aims and objectives in relation to the curriculum, equal opportunities and discipline are promoted in every day classroom organisation and practice. 2. Make a positive contribution to the wider life and ethos of the school 3. Play a significant role in making explicit to pupils, parents, teachers and the wider community the school's high expectations that all pupils can succeed. 4. Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document 5. The Post holder will contribute to the school's objectives in service delivery by: <ul style="list-style-type: none"> • Enactment of Health and Safety requirements and initiatives as directed • Ensuring compliance with Data Protection legislation • At all times operating within the school's Equal Opportunities framework |
| SUPPORT FOR PARENTS |

- Create and maintain an effective partnership with parents of pupils ensuring they take a full role in the planning and monitoring of their children's progress
- Work with parents and families who have a child with SEN offering support and guidance
- Encourage parents to participate in the life of the school in a variety of ways
- Actively seek opportunities to develop effective relationships with the community to extend the curriculum and to enhance teaching and learning in the year group.

OTHER

- To keep up to date with the latest research and information pertinent with the role
- Commitment to undertake specialist training as requested
- Prioritise and manage own time effectively, particularly in relation to balancing the demands of teaching with commitment to school leadership.
- Demonstrate resilience and resourcefulness
- Work under pressure and to deadlines.
- Participate in the school's appraisal (Appraisal Regulations 2012) and professional development scheme, ensuring that objectives are set and met within the agreed time-scale.
- Use effective ICT skills for teaching, learning and management.
- Undertake any professional duties commensurate with the grade of the post, reasonably delegated to him/her by the Headteacher

Arrangements for appraisal of performance:

There is an annual appraisal cycle carried out by line managers which seeks to acknowledge success, resolve problems and identify training/development needs.

June 2023



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PERSON SPECIFICATION *(Desirable in italics)*

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| Experience | <ul style="list-style-type: none"> • <i>At least 3 years successful teaching experience within the primary age range</i> • <i>Evidence of sound knowledge of effective quality first teaching and intervention strategies</i> • <i>Demonstrable experience in working collaboratively with parents, colleagues, governors and the local community*</i> • <i>Experience of monitoring and evaluating effective teaching and learning*</i> • <i>Proven experience in effective liaison with a range of outside agencies*</i> |
| Qualifications/ Training | <ul style="list-style-type: none"> • <i>Qualified teacher status</i> • <i>Proven track record of CPD</i> • <i>Further specialist qualification in an aspect of SEN eg. ASD, SpLD *</i> |
| Teaching Standards | <ul style="list-style-type: none"> • A clear understanding of the Teaching Standards |
| Knowledge/Skills | <ul style="list-style-type: none"> • Knowledge and understanding of the EYFS and National Curriculum • Knowledge and understanding of current developments and best practice in SEN legislation; inclusion and pastoral care • <i>Knowledge and understanding of ASD strategies and how they can support all pupils.</i> • Knowledge of the range and types of interventions available • Confident use of ICT, including classroom technologies • Understanding of child protection procedures and safeguarding children • Ability to use performance data to inform provision mapping and planning • Ability to manage people to work effectively, both individually and in teams • Produce and update external agency professional forms (if applicable), EHC plans and other statutory documents • Ability to deal sensitively with people • Show excellent time and management skills, prioritise and meet deadlines • Ability to communicate effectively, both written and oral, taking into account the views of others, and excellent presentation skills • Ability to organise work effectively, prioritising and managing time, working under pressure to meet deadlines • Ability to promote the learning ethos of the school, supporting our vision for outstanding education developing happy, confident, successful and caring global citizens • Ability to ensure environments within the school are welcoming, inclusive and fully supportive of all children achieving their very best • A commitment to inclusive education with 'here for the children' ethos • Ambition, energy, enthusiasm, humour, determination and drive • Reliability, professionalism and integrity |
| Equal Opportunities | <ul style="list-style-type: none"> • Understands the statutory requirements of Equal Opportunities legislation • Commitment to the implementation of the school's equal opportunities policy |
| Continuing Professional Development | <ul style="list-style-type: none"> • Willingness to undertake additional training/staff development as appropriate including INSET days and staff meetings • Ability to reflect on own professional practice and be self-motivated in seeking to improve • Able to identify own training and development needs and those of others and participate in activities to address them. |