

Job Description

Job Title:	Admin Assistant
Reports to:	Vice Principal Head of Lower School
Responsible for:	N/A
Salary range:	Academy Band D, FTE £25,757, pro-rata salary 37 hours £22, 524.96
Contract:	Full-time or part-time hours to accommodate the right candidate. Term time only

Main purpose of the role:	The Admin Assistant, with the support of the Vice Principal, Head of Lower School and wider SEN Team takes responsibility for the day-to-day operation of the administration of SEN across the Academy with guidance from each phase SENCO, providing support to the SENCO's where required in all aspects of their role.
Main duties:	• Providing overall administration support to the Special Educational Needs Team. • Planning of all Annual Review documentation ensuring deadlines are met with regards to paperwork being shared. • Liaising with the Academy's Finance Manager to provide monthly updates on High Needs Funding applications in progress and funding received. • Typing correspondence to parents, agencies, professionals, staff and any internal correspondence under the direction of the SENCO team • To develop and manage the SEN filing system (including emails, record of telephone conversations), the archiving, retrieval and disposing of SEN information as appropriate • Liaising with primary/feeder schools and external service ensuring that all SEN information is received • To carry out tasks relating to the role of the SENCO such as meeting with parents, producing plans and reports and applying for SEN funding. • Working directly with pupils delivering interventions and support.
	<u>Teaching and Learning</u> Under direction for the SENCO the post holder will be expected to: • work with pupils, subject leaders, class teachers with pastoral responsibilities to ensure realistic expectations of behaviour and achievement are set for pupils with SEN; • support developments and initiatives to improve standards in literacy and numeracy, as well as access to the wider curriculum; • oversee and monitor the quality of provision maps and maintain detailed information for subsequent meetings with parents;

	- review provision plans at least three times a year with parents, pupils and teachers, and agree new targets. - support the Director of Inclusion in meeting statutory responsibilities for EHCP's and their Annual Reviews and funding relevant to meeting students' needs (i.e. HNF). - lead the Annual Review meetings for pupils with EHCP's; - liaise with the Vice Principal Head of Lower School/SENCO's to ensure Educational Psychology reports are up to date and provision for pupils with special needs for all examinations is identified and met.	
	<u>Pastoral Role</u> Under direction from the SENCO the post holder will be expected to: - monitor and support the overall progress and development of pupils with SEN; - monitor attendance of pupils with SEN, together with their progress and performance in relation to targets set for each individual, ensuring that follow up procedures are adhered to and that appropriate action is taken where necessary; - visit all classes over a period of time to ensure that all pupils with SEN are appropriately catered for. - organise and manage, in liaison with colleagues, alternative curriculum offers for pupils with SEN - To work with the year team to manage the successful transition of pupils from year 6 to 7	
	Essential	Desirable
Qualification	Evidence of Continuing Professional Development relevant to the role.	- Hold a good honours degree or equivalent - Desire to gain qualified teacher status and work towards NASENCO qualification
Experience	- At least 2 years experience in either a special or mainstream setting - Experience of supporting pupils/students of differing abilities and backgrounds. - Experience of working with children with complex needs. - Have experience of implementing a variety of de-	Have successfully used strategies to improve pupil/student achievement.

	escalation strategies in challenging situations involving young people. • Positive behaviour strategy knowledge and experience of helping children self-regulate emotions	
Skills	• The ability to provide appropriate levels of challenge so that pupils make good progress and achieve beyond their potential • Ability to secure high standards of behaviour by motivating, encouraging and engaging pupils • Ability to develop in pupils the skills to work independently and collaboratively • Demonstrable ability to build effective working relationships with a range of colleagues and stakeholders, including parents/carers, teachers and external professionals. • Demonstrable ability to communicate effectively in both oral and written form - for writing learning and support plans, reports on pupil/student progress, and training and guidance for staff. • Creative and innovative. • Excellent facilitation and presentation skills • Data and IT literate with good IT skills. • Excellent organisation and time-management skills - needed for prioritising and balancing a busy and varied workload. • Empathy and emotional intelligence - in order to recognise and be sensitive to the needs of pupils/students and parents. • Analytical and problem-solving skills - necessary for analysing school, local and national data and developing appropriate strategies and interventions.	
Qualities	• Able to confidently liaise with senior colleagues including in formal settings. • Confident in operating flexibly and pragmatically in the face of shifting expectations and pressures. • Personal and professional authority and resilience. • Able to credibly challenge established assumptions and ways of working and make a valuable contribution to influencing organisational culture. • Empathetic, tactful and diplomatic. • Solution focused, working collaboratively and collegially with colleagues	

	and stakeholders. • Excellent inter-personal skills. • A willingness and ability to develop specialist knowledge and keep up to date with local and national policy and developments.
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