



Job Description: Assistant SENCO

Post: Assistant SENCO

Hours: 8.15 – 4.00pm

Grade: KSC

Responsible to: SENCO

Based at: Lady Joanna Thornhill (Endowed) Primary School

Start date: ASAP

Main purpose

This role is under the direction of the SENCO to provide wide-ranging inclusion support for a range of pupils and includes providing short/medium term support in addressing the needs of pupils who are dysregulated, demotivated or disengaged to overcome a range of barriers to learning. This support is likely to include working individually with pupils and will require some one-to-one support; along with working with pupils in small groups and working with other staff members. This post demands the ability to use initiative, and the skill to maximise known strategies to support pupils in a responsive, relational manner.

Duties and responsibilities

- 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 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 the learning of students as allocated by the SENCO.
- To assist the SENCO in liaising with external professionals involved in supporting children with SEND
- To provide support with a range of SEND paperwork eg. referrals, School-Based Reviews, reports, etc.
- To manage and maintain personalised plans, provision maps and provision plans.
- Under the direction of the SENCO, collate and prepare information relating to assessments, statements and referrals to other agencies.
- To collate SEND statistical returns as requested and analyse progress and attainment.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against predetermined learning objectives, providing feedback and reports to teachers in order to provide evidence of the range and level of progress and attainment.
- Support children, many with SEND or complex SEND, in times of a behaviour crisis.
- To de-escalate dysregulated behaviours, alongside team members, whilst remaining calm and ensuring safety for all.

- To run sensory circuits ensuring children are ready for learning.
- To provide after school tutoring and support.
- To have a strong presence during recreational time to support children who might find this more challenging, actively teaching children how to play and communicate.
- To meet regularly with the Inclusion Team to discuss pupils who require support in social, emotional and mental health.
- Work with selected pupils in and out of the classroom situation. This could include pupils not working to a normal timetable and in receipt of a specialised curriculum.
- Provide information and advice in accordance with agreed school strategies to enable pupils to make choices about their own learning/behaviour/attendance.
- Assist in organising and running small group interventions under the guidance of SENCO.
- To work with the Inclusion Team to build and sustain capacity to enable good wellbeing and mental health support within the school system
- Challenge and motivate pupils and actively promote and reinforce self-esteem.

Personal and professional conduct

- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance, punctuality and confidentiality.
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Safeguarding

- Work in line with statutory safeguarding guidance (e.g., Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies)
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

Communication

- Communicate effectively with pupils, parents and carers at all times, maintaining confidentiality.
- Maintain excellent professional relationships with all class teachers, keeping them updated and informed regarding the children in their class.
- Keep accurate records as directed by the Inclusion leader.
- Use CPOMS to record parent meetings, behaviour incidents and safeguarding in line with school procedures.
- 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 and stored of meetings and discussions with parents and outside agencies for GDPR compliance.
- Ensuring that staff are kept informed of pupils' SEN and advise on areas to develop and support.

- Working with the SENCO and other staff to ensure that all SEN Pupil Profiles, passports and plans are used to set subject specific targets and match work well to pupils' needs.

Other areas of responsibility / expectations

- Undertake relevant and appropriate further training.
- Working knowledge of relevant policies/codes of practice and awareness of relevant legislation.
- Working knowledge of national curriculum and other relevant learning programmes.
- Understanding the principles of child development and learning processes and in particular, barriers to learning.
- Ability to relate well to children and in particular to motivate children to engage in the learning process.

Please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the post holder will carry out.