

# Assistant SENCO

**Responsible to: SENCo**

## Purpose and Vision

To ensure all students in the Academy have access to appropriate curriculum pathways and can reach and exceed their targets.

To be responsible for active literacy intervention strategies to accelerate student progress ensuring all make at least two levels of achievement and met the Academy Key performance indicators by end of Phase One.

To work with wider Teaching staff to ensure SEN Teaching in the academy is creative, appropriate and effective.

To ensure with the SENCo that the school fulfils its statutory requirements about the SEN Code of Practice ensuring that the SEN Code of Practice is fully adhered to and implemented.

The duties outlined in this job description are in addition to those covered by the Academy contract.

## Teaching and learning

- Lead the Academy Literacy strategy impacting across all Mini Schools and Subject areas.
- Develop materials and resources for use across the Academy to develop Literacy support.
- Develop training for all staff to all be teachers of literacy.
- Be directly responsible for the development and implementation of the literacy policy across the Academy.
- Set up a database for the baseline assessment of students undertaking active literacy interventions and continually progress to evaluate impacts of interventions.
- Prepare reports for the Academy Body Trust on Literacy.
- Identify, adopt and teach the most effective teaching approaches for students with SEND and where necessary, within the Eliot Centre and disseminate the good practice.
- Develop teaching and learning activities to meet the needs of students with SEN the wider Academy, and where necessary, within the Centre.
- To use a range of assessment tools for individual and school wide assessment for identification, diagnosis, interviewing and reporting of children who may need educational support
- In conjunction with the SENCo and VP for Inclusion plan and implement individual programmes for identified students to include individual, group and whole class teaching.
- With the SENCo, Lead, advise and support staff in the development of teaching and learning practices e.g. differentiation, behaviour modification, home-school links.

## Recording and assessment

- In conjunction with SENCo set up systems for identifying, assessing and reviewing SEN and or Additional Needs
- Review and develop with teachers and parents/carers individual educational support plans for identified children.
- To be responsible for the maintenance and review of EHCPs throughout the mainstream of the school (Unit Manager to maintain and review Unit students) (as directed by the SENCo)

- To ensure completion of annual reviews of EHCPs (as directed by the SENCo)

### **Leadership**

- Lead and manage the literacy team to impact on literacy levels.
- Be responsible for the Literacy targets in the Academy improvement Plan.
- Report to Governors where required.

### **Standards and quality assurance**

- Maintain own professional practice standards in keeping with relevant professional guidance.
- To always adhere to professional and staff codes of conduct.
- As an employee to comply with the duty, under the Health & Safety at Work Act of 1974 and other relevant legislation, to take reasonable care when carrying out work duties and other activities, to avoid injury to oneself or to others, and to co-operate with the employer and others in meeting statutory requirements.
- To ensure complete commitment and compliance with safeguarding policies and procedures and promote the welfare of children and young people.
- To carry out any other duty as may reasonably be requested by the Principal or line manager.

## SENCO – Person specification

Attribute	Essential	Desirable
Qualifications / Training:	<ul style="list-style-type: none"> <li>Degree</li> <li>Qualified Teacher Status.</li> <li>Ongoing relevant CPD and a commitment to continuous learning for life.</li> <li>Hold (or be willing to study and successfully complete) the National Award for Special Educational Needs Coordinator (as required by the SEN Code of Practice 2014)</li> </ul>	<ul style="list-style-type: none"> <li>SENCO award</li> <li>Masters level accreditations</li> </ul>
Experience	<ul style="list-style-type: none"> <li>Evidence of successful and excellent classroom practice.</li> <li>Evidence of securing regularly good/outstanding student attainment and achievement outcomes</li> <li>Evidence of a commitment to the proactive promotion of the equalities and diversity agenda.</li> <li>Evidence of the successful use of ICT for learning</li> <li>Evidence of excellent /good student behaviour management</li> <li>Experience of being a well organised and efficient and effective administrator</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working in a school in challenging circumstance</li> </ul>
Knowledge, Skills and Abilities	<ul style="list-style-type: none"> <li>Excellent ICT skills and ability to use a range of software packages to support learning</li> <li>Demonstrable evidence of using a range of target setting and benchmarking data to raise attainment in area of work.</li> <li><input type="checkbox"/> Understanding of the current education scene</li> <li>Ability to accept and give constructive criticism</li> <li>Ability to inspire confidence, engender trust and gain consensus with colleagues and wider community.</li> <li><input type="checkbox"/> Excellent written and presentational skills.</li> <li>Excellent interpersonal skills and sensitivity to cross cultural issues.</li> <li>Collaborative approach to decision making.</li> <li>Ability to reflect and analyse and action both independently and collaboratively.</li> <li>Ability to work co – operatively with others persuading, negotiating, and influencing in a variety of circumstances.</li> <li>Ability to think and work creatively and flexibly whilst working with close attention to detail and under pressure to meet deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>Innovative classroom practice using ICT learning tools including handheld technologies and games</li> <li>Understanding of the future education scene</li> <li>Commitment to community learning.</li> <li>Knowledge and practical application of leadership, management and educational theory and philosophy</li> </ul>

	<ul style="list-style-type: none"><li>• High expectation of oneself and others</li><li>• Personal integrity, commitment to fairness and equity.</li><li>• Ability to take, implement and follow through unpopular decisions.</li></ul>	
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