



JOB DESCRIPTION

POST TITLE:	Assistant SENCo/Assistant Head of Learning Support
RESPONSIBLE TO:	SENCo and Deputy Head (Pastoral)
PAY GRADE:	37 hours per week (term-time only) NJC grade 6 points 19 - 21
JOB PURPOSE:	Working with the SENCo to assist with the oversight of the day-to-day operation of the department in relation to providing effective provision so that pupils with SEND improve and make progress in line with those without SEND.

Areas of responsibility and key tasks

- Compile information for access arrangement paperwork
- Support with access arrangements admin with SENCo and Exams Officer.
- Organise access arrangements testing.
- Organise the rooming and staffing for access arrangements during PPEs/public exams
- Keep Class Charts updated regarding access arrangements.
- Oversee and coordinate interventions including the deployment of TAs
- Complete and provide documentation required by health and external agencies e.g. to support students on neurodiversity pathways
- Support SENCo with addressing SEND at the earliest opportunity to support the principles of early identification, intervention and prevention.
- Support SENCo in establishing and monitoring progress towards personalised targets for pupils with SEND; specific pupils as allocated by SENCo.
- Initiate the Early Help /or SEND referral Process and /or Early Help Assessments where need is identified, as allocated by SENCo.
- Support the SENCo in ensuring that the school carries out its statutory responsibilities regarding all students with an Education, Health and Care Plan (EHCP).
- Organise and lead annual reviews for EHCP students.
- Prepare and manage Statutory Assessment paperwork, organising the administration of annual reviews, including writing the school's advice and the recommendation report, chairing / attending the meeting, reviewing Individual Education / Support / plans for an allocated number of EHCP students as identified by SENCo.
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
- Record, monitor and evaluate plans and provision maps through Edukey in line with department requirements.
- Support the SENCo with students in transition from year 6 to 7, attend Year 6 Annual Reviews for primary pupils with EHCPs, where relevant, to help facilitate continuity and progression through the development of a transition programme.
- Support the SENCo with the transition of students from KS3-4 and KS4-5.
- Attend TLP (pastoral) and TLC (curriculum) meetings, deputising for SENCo when not available.
- Ensure that Keswick School is a fully inclusive school which supports the needs of all students.
- Support the SENCo with identification of and support for students with SEMH.

- Support pupils in the classroom in a teaching assistant role as required e.g. as cover or with an identified pupil or to cover staff absence.

Teaching and Learning

- Support the identification of and disseminate effective teaching approaches for individual pupils with SEND.
- Support Boarding students with any additional needs in their learning, when required, in liaison with SENCo, Teaching Assistants and boarding staff.
- Assist the SENCo in supporting all staff in understanding the needs of SEND pupils.
- Work with the SENCo, the Learning Support department and staff to develop effective ways of removing barriers to learning through:
 - Assessment of needs
 - Monitoring of teaching quality and pupil achievement
 - Target setting – Learning plans
 - Keeping accurate records
 - Collect and interpret specialist assessment data to inform practice.
 - Undertake day-to-day support of SEND pupils' provisions through close liaison with staff, parents and external agencies
 - Work with the Head teacher, Senior Leadership Team, Head of Boarding, Teachers, Heads of Year, other pastoral staff and Heads of Department to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils

Leading and managing

- Support the SENCo in ensuring the effective deployment of staff and resources, including the production of staffing timetables to support students
- Oversee staffing for interventions in literacy, numeracy and SEMH within the department
- Line manage and carry out appraisals for identified members of the department, as allocated by SENCo
- Provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance and meetings.
- Support the SENCo in advising on and contributing to the professional development of staff, including whole school INSET provision.
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEND policies.
- Work with external agencies to maximise resources made available.

Other professional requirements

- Maintain a high level of awareness and understanding of SEND and how conditions affect the learners at school.
- Stay up-to-date with the relevant Government legislation and DfE guidance, local and national initiatives in relation to SEND.

Health & Safety:

The Health & Safety at Work Act 1974 and amendments state it is the responsibility of all employees to comply with Health & Safety Law. The post holder will be required to attend all statutory Health & Safety training as directed.

Confidentiality:

Staff and pupil information is confidential. It is a condition of employment that all employees will not use or disclose any confidential information obtained during the course of their duties to any person or body other than as directed by their line manager.

The post holder will be expected to comply with all reasonable requests from the Headteacher to undertake work of a similar level that is not specified in their job descriptions.

This post requires an enhanced DBS check

PERSON SPECIFICATION

POST TITLE: Assistant SENCo/Assistant Head of Learning Support

Attribute/Criteria	Essential	Desirable
Professional Qualifications/Training	<p><i>This will include</i></p> <ul style="list-style-type: none"> • Education to A level or equivalent • A working knowledge of the Equality Act 2010 • Evidence of SEND specific training and/or qualifications e.g. working with children with ASC or ADHD • National Award for SEN Co-ordination / willing to work towards qualification • Qualification and/or relevant training in access arrangements assessments / willing to work towards qualification 	<p><i>This may include</i></p> <ul style="list-style-type: none"> • Safeguarding / Child Protection Training • PREVENT training • Education to degree or honours degree level • Qualified Teacher status (or equivalent) • A qualification for the assessing and teaching of pupils with specific learning difficulties • Evidence of continuous participation in INSET development and a commitment to further professional development
Knowledge & Experience	<p><i>This will include</i></p> <ul style="list-style-type: none"> • Working within a secondary school • Working with children and young people of secondary age • A detailed working knowledge of the SEND Code of Practice • Have good ICT skills • Knowledge and understanding of the Early Help process, assessments and EHCPs • Experience of analysing data to inform practise • Have experience of setting targets and monitoring and evaluating progress 	<p><i>This may include</i></p> <ul style="list-style-type: none"> • Experience of leading a team • Knowledge of the role of external agencies and support structures locally in support of SEND pupils
Leadership & Management	<p><i>This will include</i></p> <ul style="list-style-type: none"> • Ability to set clear expectations, to demand high standards and to hold others to account • Positive attitude towards change, innovative and self-reflective • The ability to plan and prioritise, to complete tasks efficiently on time and to work with detail • The ability to motivate and enthuse colleagues • Excellent communication and interpersonal skills 	<p><i>This may include</i></p> <ul style="list-style-type: none"> • Excellent presentation skills with the ability to lead training • Experience of working with a variety of SEND in a variety of different contexts • Experience of partnership working with parents

	<ul style="list-style-type: none"> • Ability to chair meetings effectively and delegate • Good negotiating skills and the ability to diffuse situations • Resilience when faced with complex situations 	
Skills & Abilities	<p><i>This will include</i></p> <ul style="list-style-type: none"> • Ability to act on own initiative and meet deadlines • Exceptional listening skills • Good numeracy and literacy skills • Ability to operate within agreed legal, ethical and professional boundaries when working with children and young people • Exceptional organisation skills 	<p><i>This may include</i></p> <ul style="list-style-type: none"> • Use of MIS system (SIMS) • Use of CPOMS • Use of Class Charts • Use of Edukey
Personal Qualities	<p><i>This will include</i></p> <ul style="list-style-type: none"> • Ability to build and form good relationships with students, staff, parents and other stakeholders • Ability to remain calm in all situations • Be approachable as an individual • To have high expectations of what all young people are capable of achieving • Have a high level of patience and be able to demonstrate understanding • Being able to demonstrate high levels of confidentiality • Being approachable and empathetic • Creativity and enthusiasm • Resourcefulness • High levels of commitment to improving outcomes for all children • Flexibility 	<p><i>This may include</i></p> <ul style="list-style-type: none"> • Evidence of working within a team • Evidence of showing initiative

The Selection Process

Criteria

In most cases the essential criteria identified in the person specification must be fully met. This includes qualifications, experience and any other requirements need to perform the role, particularly in relation to working with children and young people.

To be successful, you will need to demonstrate these skills during the recruitment process.

Assessment of suitability to work with children

During the selection process, your suitability to work with children and young people will be assessed. This will involve specific questioning based on the essential and desirable criteria identified in the person specification as well as safeguarding questions during the interview.

Verification

Keswick School MAT will contact current and previous employers if you are shortlisted as part of the pre-appointment check.

Anomalies

Upon shortlisting, any discrepancies or anomalies in the information provided or issues arising from references will be discussed at interview. This may include unexplained gaps in employment history.

Safeguarding

Keswick School MAT is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures.

Sources of assessment

- › Application form
- › Performance at interview
- › Verification of qualification
- › Original documents must be presented at interview when identified as essential criteria

Equal Opportunities

Keswick School MAT is committed to ensuring that no member of its community experiences unfair discrimination based on sex, age, racial origin, physical ability, educational need, sexual orientation, political persuasion or religious creed. This commitment extends to those who are married or in a civil partnership, pregnant or on maternity leave or undergoing, have undergone or are planning to undergo gender reassignment.

Curriculum

All aspects of the curriculum will be developed to avoid excluding particular groups or individuals, except for sound educational reasons.

Behaviour

We expect behaviour to be impeccable at all times. Intimidating or insulting language will not be tolerated.

Staffing

Keswick School MAT is committed to ensuring that its recruitment practices do not discriminate against candidates or potential candidates based on factors unrelated to their ability to perform the duties of the post.

Recognising that young people view staff as role models, every effort will be made to ensure equality of opportunity is evident at all levels in all areas of staffing.

The Academy and the Community

The academy enjoys an excellent relationship with the local community and has a high reputation both locally and beyond.