

JOB DESCRIPTION

Assistant SENDCo

Reporting to:	SENDCo
Location:	Aston Manor Academy
Grade/salary:	Grade 3, SCP's L9 – L22 Term time only Actual salary range: £18,596-£24,057pa Pro rata of FTE (£21,269-£27,514pa) - salary range as at: 01/04/2021
Hours:	36.5 hrs per week, term time only
Pay progression:	<i>Incremental progression within the grade will be subject to professional criteria-based performance assessment</i>

Job Purpose

Equitas Academies Trust is looking for a flexible and adaptable person to assist the SENDCO's in both schools in our Trust, Chilwell Croft Academy Primary School, and Aston Manor Academy, a Mainstream Secondary School.

The main purpose of the role is to support the SENDCO's in each setting, specifically:-

- In the production and monitoring of Statutory Documents in line with the Code of Practice (2014).
- To liaise with Outside Agencies and provide effective feedback and actions from reports, as well as plan and implement specific strategies and work in collaboration with colleagues.
- To complete EHCP and SSPP Plans and Exam Access Arrangements documentation.
- Assist the SENDCO with leading the team responsible for providing support to students with SEND and securing school improvement.
- Develop curriculum resources in collaboration with the SENDCO and relevant class teachers to ensure that students with SEND can access a full and well-rounded curriculum and have the required level of support.
- Provide students with the guidance, support, challenge and resources required to sustain motivation and improve attainment.
- Deputise for the SENDCO in all matters relating to SEND and take a leadership role in their absence.

Key Duties & Responsibilities

To fully support the SENDCO as outlined above, the following duties and responsibilities will be required:-

- To be able to plan ahead and meet deadlines required for Statutory documents
- Communicate knowledge and understanding of students to parents, carers and other school staff and education, health and social care professionals, so that informed decision making can take place about interventions and provisions.

- Develop effective professional relationships with colleagues.
- Establish and maintain relationships with individual students and groups.
- Help keep own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications and/or experience needed for the role, with support from school.

Leading Colleagues, Building Teams

- Assist the SENDCO by taking a strategic lead in developing the quality of teaching and learning to meet the needs of SEND and other vulnerable students.
- Assist in developing a foundation curriculum with vocational and academic pathways for SEND and vulnerable students.
- Assist in the operational leadership of the SEND Team.
- Assist the SENDCO in leading the development of LSAs and Higher Level Teaching Assistants.
- Provide support to teachers in developing and implementing strategies within their classroom, for students with special educational needs.

Learning, Teaching and Attainment

- Support the leadership team through effective management of progress made by students within the catch-up programme.
- Help to create and maintain an environment and a code of behaviour that promotes and secures good teaching, effective learning and high standards of achievement. To develop independent learning, life skills and strategies to promote self-regulation.
- Contribute to Education Health Care Plans / Individual Education Plans, statutory assessments procedures for students with additional needs.
- Assist with provision mapping.
- Use and apply one's expertise to secure appropriate and consistent progress for all students within the catch-up programme.
- Deliver out of school intervention and enrichment sessions as and when required, to ensure the highest levels of achievement and enjoyment with the catch-up groups.
- Coach colleagues and participate in pedagogic discussion and development, in order to share effective practice with SEND students with colleagues.
- Use performance data to inform planning and teaching, including the evaluation of students' progress and setting of appropriate targets for improvement.
- Make effective use of links with the community including business and industry, to extend the curriculum and enhance learning and teaching for students within the catch-up programme.
- Create and maintain an effective partnership with parents to support and improve student and community achievement and personal development.
- Ensure policies, schemes of work and lesson planning are developed and regularly reviewed in light of best practice.
- Use performance data to inform planning and teaching, including the evaluation of students' progress and setting of appropriate targets for improvement.

- Make effective use of links with the community including business and industry, to extend the curriculum and enhance learning and teaching for students within the catch-up programme.
- Create and maintain an effective partnership with parents to support and improve student and community achievement and personal development.
- Ensure policies, schemes of work and lesson planning are developed and regularly reviewed in light of best practice.
- Participate in the development of enrichment activities and programmes for students in the catch-up programme in partnership with other schools and agencies.

Accountability

- Make best use of all resources to support the attainments of students within the catch-up programme.
- Ensure that parents/carers are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and that students are involved in this process.

Records Management

- All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

Equitas Academies Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will be subject to all pre-employment checks necessary to meet safer recruitment requirements, including a satisfactory enhanced DBS check, right to work check and references.

PERSON SPECIFICATION ASSISTANT SENDCo

Method of Assessment (MOA)

AF Application form	-	C Certification	-	I - Interview	-	T – Test or Exercise	-	P Presentation
-------------------------------	---	---------------------------	---	----------------------	---	-----------------------------	---	--------------------------

Criteria	Essential/Desirable (E/D)	MOA
Qualifications/Education NB: Full regard must be given to overseas qualifications	A degree qualification or relevant qualification (E)	AF/C
Experience Relevant work and other experience	Demonstrate experience of improving student outcomes(E).	AF/I
	High quality outcomes(E).	AF/I
	Experience of working with children and young people (E)	AF/I
	Experience of working in a school environment/educational setting (D)	AF/I
	Some experience of completing Statutory SEND Documents (E)	AF/I
Skills & Ability	Knowledge of Statutory and non-Statutory frameworks for the school curriculum relate to the age and ability ranges of our pupils (E)	AF/I
	Knowledge of how to support learners in accessing the curriculum in accordance with the SEND Code of Practice (E)	AF/I
	Excellent verbal communication and literacy skills (E)	AF/I
	Active listening skills (E)	AF/I
	Ability to remain calm and demonstrate some flexibility in stressful situations (E)	AF/I
	Ability to use IT effectively (E)	AF/I/T
	Strong organisational skills (E)	AF/I

	Understanding of effective teaching methods (E)	AF/I
Behaviours	Have the highest of expectations for yourself and your students (E).	AF/I/T
	Flexible and adaptable with a can do attitude (E).	AF/I
	A commitment to Safeguarding, Pupils Well-being and Equality (E)	AF/I
	A commitment to always maintaining confidentiality (E)	AF/I
	A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the Trust (E).	AF/I
	To proactively take the time to develop yourself and (where applicable) others through training, coaching, mentoring etc. (E).	

All staff are expected to understand and be committed to equal opportunities in employment and service delivery in line with the equality act.

Reviewed by: _____

Date: _____