
Job Description for ASENDCO

Responsible to: SENDCO

Based at: Wingfield Academy

Paid on: Band H of the School Support Staff Spine

OVERALL PURPOSE OF THE POST

The ASENCO plays a key role in the leadership and management of the school's Special Educational Needs (SEN) policy and supports the SENCO in overseeing the day-to-day operation of that policy with the aim of meeting student needs to raise SEN student achievement.

The ASENCO leads and manages the staff in the Learning Support department, building an effective team to raise levels of attainment and progress. Within the context of their role, they can be asked to participate in any activity that supports the school's vision for the Learning Support team at the discretion of the school's Senior Leadership Team.

The ASENCO will also have specific responsibilities as outlined in the Main duties below.

MAIN DUTIES

Leadership and development of the SEN provision in school under the direction of the SENCO

- To be responsible for the day to day management of SEN provision in relation to the effective deployment of resources to meet the individual needs of SEN students
- To maintain the SEN register and implement the SEN code of practice alongside the SENCO
- Identify students with SEND and ensure provision is mapped, using other staff as required.
- To ensure that the SEN team are familiar with the content of EHCP's and have an understanding of the SEN policy
- To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents under the direction of the SENDCO
- Monitor students' progress towards annual targets, determine intervention strategies as appropriate for individuals and identified groups, ensure those interventions are implemented.
- Ensure alongside the SENCO that the enrichment activities in Learning Support are planned to enhance the development of basic skills, develop students' self-confidence and self-esteem
- Support in the monitoring & QA student engagement and application in interventions and take appropriate action to assure improvement to include the use of praise and rewards
- To effectively liaise with the Exams Lead to ensure SEN students are entered for appropriate exams and that identified support is arranged and provided during exams
- Develop, maintain and review strategies to raise attainment
- Liaise with external providers to ensure suitable programmes of study for students where appropriate

All staff and senior post holders have a duty for safeguarding and promoting the welfare of young people. Staff must be aware of the Trust procedures for raising concerns about students' welfare and must report any concern to the designated officers without delay. Staff must also ensure that they attend the appropriate level of safeguarding training identified by the Trust as relevant to their role. The post holder's duties must at all times be carried out in compliance with the Trust's Equality and Diversity Policy, and the post holder must take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the Trust's responsibilities under the Health and Safety Act.

All staff are expected to support the achievement of the Trust's vision and strategic objectives and to demonstrate its values through their behaviour.

- To develop and maintain effective methods of communication with other staff, students, parents and external agencies in relation to SEN students and provide helpful and accurate responses to parent/carer enquiries
- Ensure all relevant risk assessments are completed

Developing and enhancing the quality of teaching

- With the SENCO, monitor and evaluate standards of support provided by Learning Support Assistants in classrooms.
- Lead EHCP reviews for identified students ensuring that all appropriate funding is applied for and statutory provision is met
- Work with the senior leadership team and staff to develop effective ways of bridging barriers to learning through:
 - assessment of needs
 - monitoring of teaching quality and student achievement
 - target setting, including Support Plans
 - clear and consistent recording systems for progress
- Collect and interpret specialist assessment data to inform practice
- Liaise with external professionals, including Outreach, Early Help, Educational Psychology services, Hearing and Visually Impaired Services, Speech and Language therapists, LA Autism outreach professionals, Health and Social service professionals, and SENDIASS, to clarify individual special educational need and to deliver agreed and appropriate activities to improve the learning opportunities of SEND and other students with specific needs as directed.
- Work with the SENCO, teachers and pastoral staff to ensure all students learning is of equal importance and that there are realistic expectations of students
- To assist with the arrangements for SEN students on arrival at, and departure from, school
- Consider the range of teaching strategies / equipment that could be utilised for students on the SEN register. To personalise teaching resources and strategies to meet the needs of individuals or small groups of students
- To assist the SENDCO with the identification of students who require specialist intervention programmes, to inform parents and staff of these arrangements and to monitor student progress
- Enable, support and contribute to the continuing professional development of others to improve the quality of teaching and learning in the school when required
- Act as a role model of good classroom practice for others, to include coaching, modelling and mentoring
- Monitor and evaluate standards of interventions and alternative curriculum delivery and learning in the department (through, for example, work scrutiny and lesson observations) and monitor and evaluate standards of support provided by Learning Support Assistants in classrooms.

Effective deployment of staff and resources

- Ensure Learning Support staff create a positive learning environment for all students within their classroom and the departmental areas
- Ensure effective deployment of staff, including strategic deployment of Learning Support Assistants to meet the needs of individual students.
- Ensure the Learning Support department's student records are kept up to date and are readily available
- To co-ordinate the performance management of Teaching Assistants
- Lead regular meetings with the SEN team

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- Support the SENDCO in identifying and organising/delivering training for the Learning Support Team to ensure that they are aware of developments in SEN practice and policy
- Oversee the induction, support and monitoring of new staff in the Learning Support department
- Act as appraiser for identified members of the department, ensuring that school policy is adhered to and that appraisal is rigorous and makes a contribution to school
- To assist in the management and monitoring of resources and the SEN budget effectively

Impact on educational progress beyond assigned pupils

- Advise on and contribute to the assessment of students for Exam Access Arrangements, supporting the Arrangements Assessor.
 - Provide professional guidance to staff to secure good teaching for SEN students, through both written guidance and meetings
 - Advise on and contribute to the professional development of staff, including whole Academy INSET provision to ensure appropriate curriculum adaptations are made
- To observe at all times confidentiality appropriate to the post and to work within Trust guidelines of Data Protection.
 - Perform other duties as assigned by your line manager.
 - **You may be required to work up to 2 evenings per academic year to support trust events.**

For new staff: Please note this job has a Probationary Period of 6 Months and a Notice Period of 1 Month.

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Person Specification for Assistant SENDCO

There will be various opportunities for you to demonstrate you have the necessary attributes for this role such as through completion of the application form, at interview, during any tasks and through your provided references.

| ATTRIBUTES | ESSENTIAL | DESIRABLE |
|--------------------------------------|--|---|
| Relevant Experience | Experience of teaching/tutoring students with SEND. Application of ICT in teaching and learning for students with SEN Significant experience of working in an education environment at a senior level Ability to function as an effective member of a team Use of data to inform planning for students with SEN Effective approach to behaviour management for students with SEN Experience of managing staff Developing and sustaining positive relations with families, staff and students. | Excellence as a classroom practitioner Teaching across the secondary age range |
| Education and Training | Degree level qualification Evidence of continuing professional development | Qualified Teacher Status NASENCo or willingness to work towards the NPQSEND qualification Awareness and understanding of key national issues which affect SEN |
| Special Skills and Knowledge | Knowledge of SEND Code of Practice High calibre communicator able to assess, coordinate and manage SEN work across the school Ability to monitor, review, analyse, use data and make strategic decisions to improve learning | Ability to assess more complex needs, such as those who might require a modified curriculum or requiring an EHCP |
| Personal Skills and Qualities | The ability to lead, manage, motivate and promote effective relationships Ability to foster an efficient, positive, effective department Organised and able to devise and implement systems that ensure the efficient running of a team. Ability to build relationships and liaison with external agencies Sensitivity to and empathy with the needs of others Commitment to quality and professionalism Personal integrity | Experience of chairing meetings, line managing others. |

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| | <p>Commitment to high standards and high expectations for both colleagues and students</p> <p>Resilience and the ability, under pressure, to manage stress levels and to maintain professionally detached and balanced judgment</p> <p>Commitment to aspire to excellence both personally and as a member of a team</p> <p>Display a commitment and an ability to contribute to the protection and safeguarding of children and young people</p> | |
| Additional Factors | <p>Flexibility in the approach to work and the demands of the post</p> <p>Work to support the aims and ethos of the school</p> | |

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