JOB TITLE
Assistant SENDCo

Salary Scale
TLR 1b

LINE MANAGEMENT
Assistant Headteacher (Inclusion and SENDCo)

1. JOB PURPOSE

(i) Required by the School Teachers' Pay and Conditions Document to carry out the professional duties of an assistant SENDCo and teacher / HTLA, (subject to the qualifications of the post-holder), under the reasonable direction of the Headteacher of the school. To be accountable for teaching staff, non-teaching staff and pupils associated with duties and responsibilities.

(ii) To assist the Assistant Headteacher (Inclusion and SENDCo) in the leadership and management of SEND provision in the school, to achieve the outcomes required by Government regulations and the School Improvement Plan adopted by the Governing Body. In particular:

a. To lead, manage and develop your specific areas of responsibility and make a positive impact on the educational progress, behaviour, attendance and punctuality of all students and specifically those students with SEND and Looked After Children.

b. To undertake the duties and responsibilities of a teacher / HLTA for a proportion of the working week.

c. Under the direction of the SENDCo to co-ordinate the support provision for pupils with special needs.

d. To ensure pupils successful inclusion into mainstream schooling to maximise their opportunities for effective learning and achievement, working in partnership with external agencies as needed.

e. To exercise line management responsibility, to set and encourage high professional standards amongst colleagues and to act as a role model for all staff.

f. To line manage an assigned group of staff, in accordance with the school’s CPD policy.

g. To promote teamwork and to motivate staff to ensure effective working relations by securing the overall welfare and good discipline of staff.

h. To keep abreast of new initiatives in education both at local and national level.
2. SPECIFIC RESPONSIBILITIES

2.1 Leadership & Management

(i) To liaise effectively with teaching staff and with the leadership team to ensure effective provision for all SEND students.

(ii) Oversee the record keeping and administration for inclusion, including

   a. Intervention and inclusion timetables
   b. Supervision of learning support assistants
   c. Contact with outside agencies
   d. The implementation of pupil profiles, support plans and individual care plans by staff and their understanding by students
   e. Transition documentation

(iii) To support the SENDCO in developing strong links with partner agencies including SENAR, Local Authority Access to Education, Educational Psychology Services, Virtual School Headteachers, Children’s Social Care and Health partners in order to ensure a coherent and co-ordinated approach to supporting children with multiple and complex needs.

(iv) To manage a team of Teaching Assistants working with students with Special Needs and or Disability including drawing up timetables for support, cover for absence and negotiating additional support when required.

(v) To liaise between teaching staff and Teaching Assistants working with students with special needs and/or disability.

(vi) To undertake, under the guidance of the SENDCO, recruitment/induction/appraisal /training/mentoring of this group of staff.

(vii) To monitor and review the work of the team, and to identify priorities for development.

(viii) To develop units of work and/or specific skills development with individual students and small groups of students

2.2 Pastoral Development

(i) To work closely with the Senior Leadership Team to ensure the Behaviour for Learning Policy (and associated policies) are implemented across the school so that effective learning can take place, taking into due consideration the needs of students with additional and complex needs, including SEND.

(ii) To maintain a high profile on attendance for students with additional and complex needs, including SEND, working closely with colleagues and partners to secure good attendance and ensure effective intervention for students whose attendance and punctuality fall below expected standards.

(iii) To manage transition arrangements from KS2 to KS3 for students with additional and complex needs
2.3 Communication

(i) To ensure highly effective communication with teaching and associate staff in relation to inclusion provision

(ii) To use briefings, team meetings and social media effectively to communicate key messages to staff, students and parents.

(iii) To oversee effective communication, consultation and partnership with parents and carers in relation to students with SEND.

(i) To champion the inclusion and students with SEND within and beyond the school.

2.3 Quality Assurance and Improvement

(i) To ensure that inclusion and SEND provision is good or better at all times in Year 7 to 13 and to use appropriate in-school mechanisms to remedy the quality of provision where necessary.

(ii) To raise standards of achievement and progress of students with additional and complex needs including SEND through the promotion and delivery of inclusive practice.

(iii) To contribute towards whole school and subject specific quality assurance systems and procedures, evaluating the impact of inclusion provision and using this to inform next steps in our school improvement planning.

(iv) To work with the Headteacher, SENDCO and the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

(v) Under the management of the SENDCO lead annual review meetings of students at the school with special needs, and ensure completed paperwork is distributed as appropriate on completion of the review.

(vi) Disseminate good practice in SEND across the school.

(vii) To be responsible, under the oversight of the SENDCO, for drawing up the Individual Pupil Profiles for students with special needs.

(viii) To maintain clear and efficient documentation relating to all issues arising in this area and file securely.

(ix) To liaise closely with the SENDCO, Examinations Officer and all relevant staff regarding Access Arrangements for examinations

5. CONDITIONS OF EMPLOYMENT

The above responsibilities are in accordance with the requirements of the Education Act 2002 and statutory Orders in terms of duties and working time (including those special provisions relating to the proportion of teaching time within working time for guaranteed time specifically for assessment, planning and preparation), also any local agreements, local authority circulars and guidelines giving interpretations of teachers' conditions of employment.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work from a
similar level which is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

6. SPECIAL CONDITIONS

A teacher on the Leadership pay scale shall meet the performance threshold standards as specified in the School Teachers' Pay and Conditions Document.

The duties required of a teacher under this job description shall be such as require the exercise of a teacher's professional skills and judgement.

7. REVIEW AND AMENDMENT

This job description is normally subject to annual review. It may be amended at the request of the Head Teacher or the post holder but only after full consultation with the post holder.

Job Description issued following consultation by

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Signature of Headteacher .................................................................

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Signature of Post Holder

Date.................................................................................................