



Ivybridge Community College



Job Description

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| Post Title: | Assistant SENDCo |
| Location: | Across the Trust (based at Ivybridge Community College currently) |
| Reporting to: | Assistant Principal |
| Grade: | NJC Grade E £29,572 - £32,654 per annum (£25,328 - £27,967 pro-rata) |
| Hours: | 37 hours per week x 39 weeks a year |

The Role

To assist in managing the provision for students identified as having Special Educational Needs and Disability (SEND); including promoting high quality teaching, effective use of resources, and high standards of learning and achievement for all students.

Responsibilities

Assisting in leading the work of the SEND Team.

Key functions

- To assist the Assistant Principal responsible for Teaching and Learning Inclusive Education SEND and SENDCo in leading the provision for SEND within College.
- To manage appropriate resources for Special Educational Needs and Learning Disability Support and ensure that they are used efficiently, effectively and safely.
- To develop curriculum resources to ensure that students identified as having SEND have the required levels of support.
- Within the context of the College's aims and policies, to work with the Assistant Principal for Teaching and Learning Inclusive Education, SEND and SENDCo to develop and implement intervention groups and support.
- To provide all those with involvement in Special Educational Needs and Learning Disability Support, the support, challenge, information and development necessary to sustain motivation and secure improvement in learning.
- To support learning of students as allocated by the Assistant Principal, Teaching and Learning Inclusive Education SEND and SENDCo.
- To manage and maintain provision maps for all students with SEND.
- To work with all teachers to support inclusive and high-quality curriculum delivery to support access to students with a variety of SEND needs.

Specific Responsibilities

- To offer advice and support to teaching staff in providing a Quality First teaching approach for students in this area, under the direction of the Assistant Principal, Teaching and Learning Inclusive Education, SEND and SENDCo.
- Keep up to date with key developments in this area by supporting external reviews and completing regular CPD. Promoting CPD for all teaching and non-teaching staff in relation to SEND.

- To be front facing and supporting all children with SEND and especially those which you are directly responsible for within the SEND Team, including supporting the staff on-call rota.
- Deliver specialist higher level interventions.
- Develop and deliver intervention programmes to support students' needs.
- Monitor, assess and review students' progress and data effectively to identify students who are seriously underachieving and where necessary create and implement effective plans of action to support those students.
- Oversee and write Ivybridge Community College's My Plan for SEND students for which you have responsibility, ensuring that staff are kept informed of students' SEND, advising on areas to develop and support and to provide guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of individual students.
- Carry out Education Health and Care Plan reviews with support from Assistant Principal, Teaching and Learning Inclusive Education, SEND and SENDCo.
- Support with applications for EHCPs and additional funding.
- Keeping the records of students with needs up to date and ensuring their needs are being met with the support of Assistant Principal, Teaching and Learning Inclusive Education SEND and SENDCo.
- Oversee, train and direct staff to deliver small group/individual interventions.
- Liaise with advisors/outside agencies, parents/carers, Student Welfare, Pastoral Leaders and College Directors to ensure that individual students SEND are met effectively and that the requirements of Education Health and Care Plans are fully met.
- Identify/refer for identification of specific needs. Liaising with outside agencies where necessary.
- Liaise with Teachers and Teaching Assistants ensuring appropriate differentiation in lessons and delivering/organising appropriate continuous professional development to ensure high Quality First teaching.
- Ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- To work with the Assistant Principal for Teaching and Learning Inclusive Education, SEND and SENDCo to promote an inclusive curriculum.
- To support meetings of SEND staff, communicate information to staff and coordinate resulting action.
- To deputise for the Assistant Principal, Teaching and Learning Inclusive Education, SEND and SENDCo in matters relating to SEND.
- To support with Parents' Evenings and Open Evenings.

This document outlines the duties and level of responsibilities required of this post at the time of appointment. It is not an exclusive or comprehensive list. Duties may vary from time to time without changing the characteristics of the job or level of responsibility.

PERSON SPECIFICATION

E = Essential, D = Desirable

| Method of Assessment | Essential or Desirable | Application Form | Interview (or other selection activity) |
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| The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed. | | | |
| Qualifications: | | | |
| A good level of education to include GCSE (or equivalent) Grade C or above in Mathematics and English | E | ✓ | ✓ |
| Experience: | | | |
| Medical training/background | D | ✓ | |
| Experience of working with children who have a physical disability | D | ✓ | ✓ |
| Experience of working in a school classroom setting | D | ✓ | ✓ |
| Experience of working in a busy, fast-paced environment | E | ✓ | ✓ |
| Experience of SIMS, CPOMS and Edukey (provision mapping) | D | ✓ | ✓ |
| Experience of managing staff | D | ✓ | ✓ |
| Knowledge, Skills and Abilities: | | | |
| Able to deliver intervention programmes to individuals or small groups of students | E | ✓ | ✓ |
| Confidence and ability to train and direct other staff in delivering interventions | E | ✓ | ✓ |
| Ability to analyse data and present solutions | E | ✓ | ✓ |
| Administrative, report writing and record keeping skills | E | ✓ | ✓ |
| Excellent communications skills, both verbal and written, including the effective communication skills with students | E | ✓ | ✓ |
| Good Knowledge of the SEND code of practice | E | ✓ | ✓ |
| Ability to liaise with parents/carers and external agencies in a professional manner | E | ✓ | ✓ |
| Hardworking and resilient | E | ✓ | |
| Compassionate, caring, patient and positive | E | ✓ | ✓ |
| Acts on own initiative | E | ✓ | ✓ |
| Creative and innovative | E | ✓ | ✓ |
| IT competent including Microsoft Excel | E | ✓ | ✓ |
| Enthusiastic and committed to meeting the needs of students | E | ✓ | ✓ |
| Ability to work within a team and independently | E | ✓ | ✓ |
| Ability to manage own work load and prioritise needs depending on the | E | ✓ | ✓ |

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| demands of the role | | | |
| Flexible and adaptable to the needs of the role | E | ✓ | ✓ |
| Willingness to undertake training | E | ✓ | ✓ |
| Further Requirements: | | | |
| Ability to work as part of a team or alone if necessary | E | ✓ | ✓ |
| Discreet and able to maintain the confidentiality of information | E | | ✓ |
| Knowledge and foundation understanding of Safeguarding and the welfare of children and young persons | E | ✓ | ✓ |
| Willingness to undertake development and training relevant to the role, when required | D | | ✓ |
| VALUES-BASED BEHAVIOURS: | | | |
| Compassion: | | | |
| Recognising need in others and acting with positive intention to promote wellbeing and improve outcomes | ✓ | | ✓ |
| Aspiration: | | | |
| Working to high expectations, modelling the delivery of high-quality outcomes | ✓ | | ✓ |
| Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence | ✓ | | ✓ |
| Integrity: | | | |
| Acting always in the interests of children and young people | ✓ | | ✓ |
| Acting with a consistent and uncompromising adherence to strong moral and ethical principles | ✓ | | ✓ |
| Communicating with transparency and respect, creating a working environment based on trust and honesty | ✓ | | ✓ |
| Collaboration: | | | |
| Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others | ✓ | | ✓ |