

<b>Post Title</b>	Assistant to SENCO
<b>Responsible To</b>	SENCO
<b>Grade</b>	Grade 9

<b>Purpose</b>	<ul style="list-style-type: none"> <li>• To enhance the learning of students who have a wide range of learning needs.</li> <li>• To support the teaching staff in enabling the students to gain independence, participate fully in the curriculum and the general life of the school.</li> <li>• Under the advice and support of the SENCO, chair and record Annual Reviews as necessary.</li> <li>• To be adaptable, have empathy, and follow the school's SEND and Behaviour Policies.</li> <li>• To draw up Learning Action plans and passports for students with SEND</li> <li>• To liaise as required with all external support agencies</li> <li>• To ensure all relevant documentation is provided and that relevant information is circulated in school</li> <li>• To promote the Trust inclusion agenda</li> <li>• To assist the SENCO in monitoring and evaluating the impact of interventions.</li> </ul>
<b>HLTA Support</b>	<ul style="list-style-type: none"> <li>• Using specialist experience and knowledge of the curriculum, assisting teachers in planning for inclusion, including the preparation of appropriately differentiated resources.</li> <li>• To organise and support teaching and learning activities for foundation, Key Stage 1 and 2 classes.</li> <li>• To work with individuals, groups and whole classes, as directed by the Head Teacher</li> <li>• Plan, prepare deliver and feedback on sessions taught covering planned absence where appropriate</li> </ul>
<b>Support for the Student</b>	<ul style="list-style-type: none"> <li>• To deliver Personalised Learning sessions in line with the Medium Term Plans determined by the Lead Teacher and SENCO.</li> <li>• Participating with the children in 1:1, in groups or in classroom situations</li> <li>• To assist in the personal care needs of pupils with physical difficulties</li> <li>• Accompany children on organised school visits as appropriate</li> <li>• To assist with resolving the behavioural and emotional needs of children.</li> <li>• To assist with the development of social skills and appropriate behaviour of pupils.</li> <li>• Participate in the development, delivery and monitoring of individual programmes.</li> </ul>

<p><b>Support for the Teacher</b></p>	<ul style="list-style-type: none"> <li>• To develop a mutually supportive relationship with teaching staff</li> <li>• To be involved in collaborative planning with teaching staff to ensure the effective use of support</li> <li>• To contribute to the advice from the SENCO to the teaching staff on the needs of particular students</li> <li>• To be involved in target setting meetings for students’ support plans</li> <li>• Keep accurate records as required by the Lead teacher and SENCO</li> <li>• Contribute to meetings with parents and other professionals under the guidance of the Lead teacher and SENCO</li> </ul>
<p><b>Support for the School</b></p>	<ul style="list-style-type: none"> <li>• To manage a flexible and supportive team to further the ethos of the school</li> <li>• To undertake relevant training to enhance personal development and to use the knowledge to benefit the school</li> <li>• To support the development and dissemination of good practice</li> <li>• To attend relevant INSET events</li> </ul>
<p><b>Specific Responsibilities</b></p>	<p>Supported by the SENCO, to collate and create progress reports for Annual Reviews.</p> <ul style="list-style-type: none"> <li>• Supported by the SENCO, to lead the Annual Review agenda and create an accurate record of Annual Review discussions and agreed actions and outcomes.</li> <li>• Assisted by the SENCO, to refer for additional specialist support or assessment.</li> <li>• To collate and track, necessary referral documents and outcomes of these.</li> <li>• To assist in developing a CPD programme for staff to better understand, plan and deliver effective interventions and support.</li> <li>• To assist in ensuring accountability for the assessment, monitoring and outcomes of the students identified with SEND.</li> <li>• To ensure that student SEND records are easily accessible, ordered and accurate.</li> <li>• To maintain the intervention spreadsheet to monitor, evaluate and record impact of interventions and communicate to staff, the ever changing needs of the Code of Practice cohort.</li> <li>• Assist in the implementation and development of special programmes, in consultation with the teaching staff, and using guidelines provided by specialist support services.</li> </ul>

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• HLTA accredited status or QTS</li> <li>• A GCSE grade C or above (or equivalent) in English and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional specialist qualification at Level 4 or above.</li> <li>• Training in relevant strategies e.g. literacy, particular curriculum.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Good understanding of child development and learning processes.</li> <li>• Full working knowledge of relevant policies/codes of practice/legislation.</li> <li>• Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies.</li> <li>• Understanding of statutory frameworks related to SEND.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum development and implementation.</li> </ul>
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working within the code of practice framework.</li> <li>• Worked with children of relevant age.</li> <li>• Experience of working in a classroom setting.</li> <li>• Experience of working with small groups of pupils to support their learning. Along with supporting evidence that this support has brought about improvements in achievement.</li> <li>• Experience of working alongside staff to plan, resource and deliver high quality strategy interventions.</li> <li>• Experience of whole class teaching, covering absence / PPA as required.</li> <li>• A thorough understanding of Maths and English frameworks.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in working in another service to young people.</li> <li>• Understanding of learning to learn agenda / Growth Mindset</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Use of ICT to support learning.</li> <li>• Ability to self-evaluate learning</li> </ul>	<ul style="list-style-type: none"> <li>• Technology – video/DVD, photocopier.</li> </ul>

	<p>needs and actively seek learning opportunities to improve own practice and knowledge.</p> <ul style="list-style-type: none"> <li>• Excellent interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>• Use of other equipment.</li> </ul>
<b>Special Requirements</b>	<ul style="list-style-type: none"> <li>• Requirement for some out of school and/or out of term working to support specific activities or events as appropriate</li> </ul>	

<b>ADDITIONAL INFORMATION</b>	<ul style="list-style-type: none"> <li>• It is the practice of this school periodically to examine employees' job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the school's aim to reach agreement on any alterations. If this is not possible the Headteacher reserves the right to insist on changes to job descriptions after consultation.</li> <li>• All external appointment are subject to Cumbria Education Trust's standard probation periods and assessment</li> </ul>
<b>SAFEGUARDING</b>	<p>Applicants for all posts must be willing to undergo safeguarding screening appropriate to the post.</p> <p>Cumbria Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p> <p>All staff members are required to complete an enhanced DBS disclosure.</p>