



## Assistant SENCo Job Description

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### Preamble

This job description reflects the National Professional Standards for Teachers which identifies different expectations of teachers at different stages in their career. It also draws upon the expectations lifted directly from the National Award for SEN Co-ordination Learning Outcomes Document:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/354172/nasc-learning-outcomes-final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/354172/nasc-learning-outcomes-final.pdf)

At all times the teacher is under the reasonable direction of the Headteacher to carry out the professional duties of a school teacher as set out in the current School Teacher's Pay and Conditions Document (STPCD). This job description may be amended at any time following discussion between the headteacher and member of staff, and will be reviewed annually.

### Role of the Assistant SENCo

The Assistant SENCO key aim is to assist with the support and develop of the attainment, progress and well-being of pupils at Grangehurst Primary School with additional learning and behaviour needs. The aim is to bring about improved standards of achievement for all SEN pupils. As part of the SENCO role, it is expected that all legal and statutory requirements are met for students with Special Educational & Behaviour Needs. To promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to you principally, but not exclusively, by teaching an area of the curriculum and as a group teacher.

## Teaching and Learning

To provide a role model for teaching and learning by:

- Identify and disseminate the most effective teaching approaches for pupils with SEN/Behaviour needs.
- Monitor the effectiveness of appropriate teaching and learning activities and target setting to meet the needs of students with SEN/Behaviour needs.
- Identify and develop study skills to support pupils in their ability to work independently and learn more effectively.
- Support staff in understanding the learning needs of pupils with SEN/Behaviour needs and the importance of raising their achievement.
- Develop effective liaison between schools to ensure there is good continuity in terms of support and progression in learning when pupils with SEN/Behaviour transfer.
- To plan and differentiate well planned lessons suitable to the learners' experience and ability.
- Lessons are clearly structured, related to Schemes of Work and managed to maintain pace, motivation and challenge for pupils.
- Assess and monitor pupils' work to provide constructive oral and written feedback and set targets for pupils' progress
- Understand how National curriculum test data can be used to set clear targets for pupils' achievement.
- Engaging with pupils/parents positively.
- Tackle poor standards of behaviour.
- Support the development of improvements in literacy, numeracy and computing, as well as access to the wider curriculum.

## Strategic Direction

To make an impact on educational progress beyond assigned pupils by:

- To assist in analysis and interpreting relevant national, local and school's data plus research and inspection evidence to inform the SEN/Behaviour policy, practices, expectations, targets and teaching methods.
- Work with pupils, curriculum faculty leaders, class teachers & learning mentors with tutorial/pastoral responsibilities to ensure that realistic expectations of behaviour and achievements are set for pupils with SEN/Behaviour needs.
- In discussion with other members of the team to assist in producing, implementing and evaluating an annual management plan identifying clearly targets for the area consistent with the School Improvement Plan and to facilitate regular planned reviews of the Inclusion Development Plan.
- Provide a safe learning environment conducive to the pupils' learning needs.
- Contribute to the broader life of the school.
- Regularly review pupils' progress and set targets, using baseline and other assessment data.
- Maintain a professional relationship with pupils, staff members and parents/carers.
- Maintain accurate records, monitor pupil progress and provide regular feedback to AHT for Inclusion.
- Attend meetings as required.
- Keep up-to-date records on pupils and maintain SEN/Behaviour profiles.
- Be familiar with statutory assessment and reporting requirements.
- Be familiar with Code of Practice in relation to SEN pupils.

## Leadership

To secure high quality teaching and learning, effective use of resources and improves standards of attainment for all pupils in your year groups

- Adhering to the National Standards for SENCos
- Developing and implementing policies and practices to ensure high achievement and effective teaching and learning
- Contribute effectively to the development of a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum and which contributes to pupils' spiritual, moral, cultural, mental and physical development

- Assist effectively the management of all IEP's/IBP's and provision maps.
- To ensure that the Special Educational Needs Code of Practice, is managed effectively.
- To assist with the coordination of the process of assessment for pupils with special educational/behaviour needs in accordance with the national stages of assessment, to ensure that all relevant information is disseminated and to ensure that staff, students and parents are involved at each stage.
- Encourage all members of staff to recognise and fulfill their statutory responsibilities to students with SEN/Behaviour needs.
- Support staff in developing constructive working relationships.
- Monitoring and evaluating the quality of teaching and learning.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the School.
- Ensuring that high standards of achievement, behaviour and discipline are maintained.
- Develop positive working relationships with and between all pupils and staff across the school.
- Develop and maintain effective partnerships between parents and the School's staff so as to promote pupils' learning; communicate effectively; providing information to parents about targets, achievements and progress.
- Develop effective liaison with external agencies in order to provide maximum support for pupils with SEN/Behaviour needs.
- Support with the pastoral care of pupils across the school, promoting self-discipline, high expectations and good behaviour at all times, in accordance with school policies.
- Identifying key areas for school improvement and evaluating progress against them.
- Monitor the progress made in setting objectives and targets for pupils with SEN/Behaviour needs, assist in the evaluation of and the effectiveness of teaching and learning and use the analysis to guide further improvement.

## Accountability

To contribute to the leadership, management and development of whole school practice by:

- Attending as appropriate Leadership Team meetings
- To submit items about SEN/Behaviour pupils at year group meetings, working with class teachers, year group leaders and AHT for Inclusion
- Produce any reports, data returns or data capture for the AHT of Inclusion
- Offering total external support to all decisions made
- Undertaking duties before, during and after school sessions within directed time
- Have specialist and up to date knowledge of SEN
- Liaising with the Senior Leadership Team and other leaders to support school improvement issues
- To support the ethos of the school
- Undertaking all such duties as are reasonable and appropriate to the nature of the post as determine by the headteacher

## Final Note

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the poster holder will carry out. The postholder may be required to do other duties appropriate to the level of the role as directed by the headteacher.

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed.

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