

Assistant SENCo

The Assistant SENCo plays a vital role in supporting the leadership and management of provision for pupils identified as having Special Educational Needs and Disabilities (SEND). Working in close collaboration with the SENCo, this role ensures that students with additional needs receive the necessary support to achieve the best possible outcomes. The Assistant SENCo assists in the daily coordination of SEND provision, manages resources effectively, and helps lead the implementation of an inclusive curriculum across the academy.

Core Purpose

- Assist the SENCO in leading SEND provision in accordance with current legislation.
- Monitor and track the progress of students with SEND to ensure they achieve their full potential.
- Support the daily coordination of staff duties, interventions, and inclusive teaching practices.
- Act as a point of contact for parents, staff, and external agencies to ensure cohesive support for students.

Key Areas of Responsibility

1. Strategic Support and Provision Management

- Assist the SENCO in leading the academy's SEND provision within the framework of statutory requirements.
- Support the SENCO in managing and implementing an inclusive curriculum that meets the needs of all learners.
- Manage SEND resources to ensure they are used efficiently, effectively, and safely.
- Deputise for the SENCO in non-statutory matters relating to SEND as required.
- Support the organisation of daily Teaching Assistant (TA) duties and timetables.

2. Student Progress and Intervention

- Use data effectively to identify students who are not making satisfactory progress and advise the SENCO accordingly.
- Support the development, implementation, and delivery of targeted intervention groups.
- Liaise with subject teachers to ensure pupil profiles are used to set subject-specific targets and that work is well-matched to pupils' needs.
- Plan, deliver, evaluate, and report on appropriate interventions and mentoring sessions under the guidance of the SENCO.
- Provide emotional support to students with Social, Emotional, and Mental Health (SEMH) needs where necessary.

3. Assessment and Observation

- Conduct observations of pupils raised through the SEN referral process to identify traits of potential needs.
- Administer, interpret, and report on appropriate tests and screening tools to gather information about individual students.
- Create and implement effective personalised plans of action to support individual pupil needs.

4. Administration and Statutory Duties

- Support the SENCO with the organisation and coordination of meetings, including conducting annual reviews.
- Liaise with relevant outside agencies and parents/carers to ensure pupil needs are met effectively.
- Ensure accurate and detailed records are maintained for all meetings and discussions with parents and agencies.
- Support the SENCO in ensuring that the requirements of Education, Health and Care Plans (EHCPs) and higher needs funding applications are fully met.
- Support the process of access arrangements in liaison with the Exams Manager, including tracking and implementing requests.
- Write pupil profiles and ensure teaching staff are kept informed of students' specific SEN requirements.

Professional Expectations

This job description outlines the general duties and responsibilities of the post but does not specify the time allocation or detailed working methods for each. Duties may evolve in line with the changing needs of the academy, and the description will be reviewed at least annually in consultation with the post holder.

Flexibility and collaboration are key aspects of the role. The SENCo is expected to contribute to the wider leadership of the school and support the development of inclusive practice across all departments and phases.

Safeguarding and Pupil Welfare

All responsibilities must be carried out in line with the Trust's safeguarding policies. The SENCo plays an essential role in promoting a safe, supportive environment for all pupils, especially those who may be more vulnerable due to their individual needs.

Staff are expected to understand the indicators of abuse and neglect, and to take prompt, appropriate action where concerns arise. All members of staff must be familiar with the latest Keeping Children Safe in Education guidance and engage with annual safeguarding training.

Person Specification – Assistant SENCo

This section outlines the essential and desirable attributes expected for the role of Assistant SENCo.

Qualifications and Training

Essential:

- GCSE (or equivalent) A*-C / Level 4-9 in Mathematics and English.

Desirable:

- Training in specific aspects of SEN (e.g., Dyslexia).
- Training in behaviour management or pastoral care.

Experience

Essential:

- Experience working with children within a secondary or primary school setting.

Desirable:

- Experience working with children with special educational needs (SEN).
- Proven experience of communicating effectively and empathetically with young people, parents/carers, and adults from diverse backgrounds.

Professional Knowledge, Skills and Understanding

Essential:

- Commitment to pupil well-being and up-to-date knowledge of statutory safeguarding procedures.

Desirable:

- Comprehensive understanding of factors affecting student behaviour and attendance.
- In-depth knowledge of strategies to support students' social, emotional, and mental health (SEMH) needs.
- Knowledge of relevant external support agencies and referral pathways.
- Knowledge of effective record-keeping practices and data protection regulations (GDPR).
- Excellent personal ICT skills.

Leadership & Management

Essential:

- Ability to work effectively with colleagues and other adults within the wider community.

Desirable:

- Effective organisational skills and the ability to find creative and innovative solutions.

Personal Qualities and Attributes

The role requires an individual who is **approachable, empathetic,** and **professional** in all interactions. A strong **commitment to inclusion** and the belief that every pupil can thrive lies at the heart of their practice. They must demonstrate the ability to **maintain absolute confidentiality** and act with the **highest level of discretion** when handling sensitive information.

The Assistant SENCO should be a **positive role model** who can **inspire and motivate** students, particularly those who find learning or managing their behaviour challenging. A **passion for continuous personal improvement** and **excellent interpersonal skills** are essential for building positive relationships across the school community.

