

Ryecroft CE Middle School				
Job No.	Post Title	Grade	JE Pts	Date
S316	Assistant SENCo/HLTA	Grade 8	268 Hay	April 2008

Statement of Purpose

To support either an individually named pupil who has a statement of Special Educational Need or teaching and learning within the classroom. To contribute to the ethos of the school through the stated aims, objectives and policies. To work with Information Technology and associated system. To be responsible for transition and Learning Passports.

Support to Pupils

- To work in accordance with school and trust policies.
- To be responsible to the SENCo.
- To support the Pupil Guidance structure of the school – this may involve supporting form groups or individuals.
- To share responsibilities within the Inclusive Learning Curriculum Area as outlined in the Code of Practice.
- To manage all SEND transition arrangements for admissions and leavers.
- To organise all induction visits for identified pupils.
- To monitor pupils in Year 5 and In-Year admissions after transition.
- To review and construct IEPs for these pupils.
- To manage and co-ordinate the annual review process for all pupils on the SEN register
- To assist with staff deployment for pupil support.
- To organise the SEND area preparation for the New Intake Parents' Evening.
- To co-ordinate and liaise with external agencies, e.g. Autism Outreach, Hearing Impaired, Ed Psych, etc.
- To work as a team member in the SEND Area, fulfilling the following:
 - Maintaining records of pupil progress.
 - Participating and preparing for review meetings.
 - Attending case conferences and reviews where necessary during normal working hours.
 - Completing statement information on pupils, where required.
- To work collaboratively and co-operatively with subject leads in the planning and assessment of pupils' progress:
 - in keeping records of work undertaken with the pupil;
 - in referring to SLT pupils who are a cause of concern with respect to social and academic progress;
 - to help design, prepare and implement individual programmes of work to develop reading, spelling, writing and number skills;
 - in supporting the general welfare and safety of the pupil;

- in carrying out small group activities and practical work, including the pupil as required by the teacher;
- in enhancing pupil esteem.
- To undertake training as appropriate.
- To liaise with and co-ordinate the contribution of external agencies.
- To assist in the training of new Teaching Assistants.
- To have a flexibility of approach with regards to the nature of pupil support.
- To support the SENCo and other members of SLT in the development of Homework and Key Clubs, pre and post-school and at lunchtime.

In addition to the generic role of a Teaching Assistant

- To lead the Transition Programme for SEN/vulnerable children, developing and reviewing strategies and content.
- To ensure continuation of transition from Key Stage 2 into Key Stage 3.
- To liaise with First School partner SENCos and class teachers during transition period.
- To implement and review Learning Passports
- To attend Prospective Parents' Evenings and New Intake Parents' Evenings to advise parents of SEN/vulnerable children.
- To attend and lead Annual Reviews and Transition Reviews representing the school.
- To liaise with external agencies when necessary.
- To write reports for external agencies.
- To act in an advisory capacity to staff regarding categories of SEN.
- To differentiate work for SEN/vulnerable pupils.
- To plan and deliver lessons for small groups.
- To deliver planned lessons to whole groups.
- To keep a diary of all supported pupils on SEN register.
- To train Teaching Assistants when necessary.
- To act as a mentor for specific pupils.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Comply and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

**Person Specification
Assistant SENCo/HLTA
Level 3**

Essential Criteria	Measured By
<p>Experience</p> <ul style="list-style-type: none"> • Three years' experience of working to support children's learning, gained in a relevant environment. • Recent experience of working in a similar role – Assistant SENCo / HLTA • Experience of working with pupils with additional needs. • Experience of assessment procedures and processes. • Experience of EHCP application process 	AF/I
<p>Qualifications/Training</p> <ul style="list-style-type: none"> • Training in the relevant strategies. • Meet HLTA standards, or equivalent qualification and experience • Excellent numeracy/literacy skills equivalent to NVQ Level 2 in English and Maths or recognised equivalent. • NVQ Level 4 for Teaching Assistant (or recognised equivalent qualification). 	I
<p>Knowledge/Skills</p> <ul style="list-style-type: none"> • Excellent numeracy and literacy skills. • Understanding of relevant legislation as it affects children and the education sector. • Ability to manage own workload and work on own initiative. • Ability to work constructively as part of a team. • Excellent interpersonal skills. • Good ICT and record keeping, recording and reporting skills. • Ability to communicate effectively both orally and in writing. • Good organising, planning and prioritising skills. • Methodical with a good attention to detail. • Full working knowledge of relevant policies/codes of practice including school performance management policies. • A good understanding of curriculum matters and to be able to contribute effectively to curriculum development and delivery. • In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years. • Understanding of principles of child development and learning processes. • Ability to plan effective actions for pupils at risk of underachieving. • Have experience of, or demonstrate the ability to manage a team including the monitoring, evaluation and prioritisation of others work. • Have experience of, or demonstrate the ability to develop, implement and deliver training programmes for other staff. 	AF/I

<ul style="list-style-type: none"> • Effective use of ICT to support learning. • Well-developed interpersonal skills to be able to relate well to a wide range of people. • Excellent communication skills. 	
<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Builds personal relationships with stakeholders, through regular contact and consultation • Coaches and empowers team members to take responsibility for ensuring customer care. • Understands the schools development plan and how it relates to team and individual objectives. • Accepts, supports and quickly implements change • Identifies and promotes best practice and encourage the sharing of ideas. • Proactively seek opportunities to increase job knowledge and understanding • Values the diversity of individuals, adaptable approach to meet individual needs and effectively utilise the diversity of team members. • Works with others to resolve differences of opinion and resolve conflict • Requires minimum supervision • Takes responsibility for own and team actions • Identifies and overcomes barriers and manage risks • Takes quick and effective action • Demonstrates focused implementation of role and responsibilities • Builds strong team ethos where everyone feels valued • Provides timely, sensitive and honest feedback on performance • Is accountable for own development and encourages the ownership of development needs amongst team members. 	AF/I

AF - Application form | - Interview

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***