**East Sussex Academy (ESA)**

**Post:** Assistant Special Educational Needs Coordinator (SENCo)

**Location:** Split site across Eastbourne, Newhaven and Hastings

**Responsible to:** SENCo/Deputy Headteacher

**Salary Scale:** LSEAT Harmonised Scale H20 to H25

**Salary:** £22,388 to £25,207 actual pa

**Hours:**  32.5 hours/39 weeks term time only

# **Purpose of the Role:**

To work closely with the headteacher, SENCO, deputy headteacher and colleagues within the statutory frameworks and the Special Educational Needs (SEN) policy and oversee the day-to-day operation of that policy with the aim of identifying needs and raising SEN pupil achievement.

# **Key tasks:**

1. Coordinate the preparation of information of SEN pupils for all staff and support all staff in understanding the needs of SEN pupils. This includes liaising with previous schools the pupils have attended.
2. Compile, review and regularly update SEN registers, liaising with teachers and senior leaders.
3. Implement, monitor and track progress and inclusion of students on the SEN register via provision maps and data and use the results to guide further improvements.
4. Communicate with staff both verbally and written informing them of any changes or updates regarding SEN pupils.
5. Identify pupils with specific learning difficulties and test where appropriate using the relevant testing.
6. Liaise with the SENCO, senior management, teachers, support staff, parents, external agencies and other schools to ensure that individual pupils SEN needs are met and that the requirements of EHCPs are met.
7. Assist the SENCO with preparing the paperwork for annual reviews of children with EHCPs and when necessary to hold reviews.
8. Manage referrals to outside agencies including Speech and Language, Children’s Services, Educational Psychologist etc.
9. Take responsibility, as directed by the SENCo for support, monitoring and development of the Teaching Assistants and INAs in the SENCo’s absence.
10. Under the direction of the SENCo, organise Teaching Assistant support throughout the school.
11. Under the direction of the SENCo, organise 1:1 and small group withdrawals for SEN and statemented pupils.
12. Identify pupils to take part in intervention programmes and to monitor the progress and feedback results to the SENCO and senior management.
13. Attend meetings to inform staff of provision for SEN pupils and their progress.
14. Support transition of pupils into the setting and onto their next school/setting by attending meetings which include pupils, parent/carers and staff from the transferring schools/settings.
15. Abide by and work towards all the policies within the school e.g. Health and Safety.

# **PERSON SPECIFICATION**

# **Essential education and qualifications:**

* [QCF level 2](https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels) in Maths and English or ability to pass assessment at interview

# **Essential key skills, abilities, knowledge, experience, values and behaviours:**

* Ability to contribute effectively to teachers’ planning and preparation of lessons.
* Ability to contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils’ needs and interests.
* Ability to support teachers in evaluating pupils’ progress through a range of assessment activities.
* Ability to monitor pupils’ responses to learning and modify approach accordingly.
* Ability to contribute to the maintenance and analysis of records of pupils’ progress.
* Ability to communicate effectively and sensitively with pupils to support their learning.
* Ability to work collaboratively with colleagues as part of the school team.
* Ability to guide the work of other adults in the learning environment.
* Ability to liaise sensitively and effectively with parents and carers, recognising their roles in pupils’ learning.
* Able to converse at ease with customer and provide advice in accurate spoken English.
* Ability to recognise and respond effectively to equal opportunities issues as they arise.
* Knowledge of the Professional Standards for Teaching Assistants.
* Knowledge of the statutory frameworks and the SEN policy.
* Specialist knowledge and experience e.g. in behaviour management, pastoral care, special educational needs or individual subject areas.
* Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour.
* Knowledge of the key factors that affect the way pupils learn.
* Experience of working as a Teaching Assistant or equivalent experience of working with children or young people.
* Experience of using ICT to advance pupils’ learning, and experience of using common ICT tools for own and pupils’ benefit.
* A commitment to the learning of all pupils.
* A commitment to improving own practice through observation, evaluation and discussion with colleagues.
* A commitment to the Education Department’s Equality of Opportunities policy.

# **Desirable key skills, abilities, knowledge, experience, values and behaviours:**

* Experience of working in a range of educational settings

Health & Safety Functions

This section is to make you aware of any health & safety related functions you may be expected to either perform or to which may be exposed in relation to the post you are applying for. This information will help you if successful in your application identify any health-related condition which may impact on your ability to perform the job role, enabling us to support you in your employment by way of reasonable adjustments or workplace support.

| **Function** | **Applicable to role**  |
| --- | --- |
| Using display screen equipment  | Yes |
| Working with children/vulnerable adults | Yes |
| Moving & handling operations | No |
| Occupational Driving | No |
| Lone Working | No |
| Working at height | No |
| Shift / night work | No |
| Working with hazardous substances | No |
| Using power tools | No |
| Exposure to noise and /or vibration | No |
| Food handling | No |
| Exposure to blood /body fluids | No |