**Job Description: Assistant SENDCo**

**Scale: Inner London Teachers’ Main Scale + SEN Allowance**

**Main Purpose**

The Assistant SENDCo will:

* Fulfil the professional responsibilities of a teacher as set out in the School Teachers’ Pay and Conditions Document.
* Meet the expectations set out in the Teachers’ Standards.
* Support the SENDCo and Inclusion Lead in leading high-quality provision for pupils with Special Educational Needs and Disabilities (SEND).
* Take a particular lead in provision for pupils registered at **SEN Support** (those without an Education, Health and Care Plan).
* Deliver a combination of classroom teaching, small group and one-to-one support, and teacher development work.
* Strengthen partnerships with parents and carers, ensuring they feel supported in meeting their children’s needs.

**Job Purpose**

The Assistant SENDCo will:

* Work closely with the SENDCo and Inclusion Lead to ensure provision for pupils with SEND is well coordinated, ambitious and inclusive.
* Support class teachers and teaching assistants in differentiating practice, writing and reviewing Learning Support Plans (LSPs), and developing strategies to meet pupils’ needs.
* Provide direct support to pupils at SEN Support through targeted teaching and intervention.
* Build strong working relationships with parents and carers, providing advice, reassurance and guidance.
* Support the positive ethos and core values of the school, promoting inclusion across all aspects of school life.

**Duties**

The Assistant SENDCo will:

* Implement agreed school policies and guidelines relating to SEND and inclusion.
* Support initiatives decided by the Headteacher, SENDCo and staff team.
* Assist in planning, coordinating and monitoring provision for pupils with SEND.
* Work with colleagues to differentiate planning, ensuring tasks are accessible and challenging for all.
* Provide small-group and one-to-one teaching to pupils at SEN Support.
* Support the writing, monitoring and reviewing of Learning Support Plans.
* Collaborate with external professionals and agencies to secure the best outcomes for pupils.
* Maintain appropriate and efficient records, including provision maps, intervention trackers and SEND registers.
* Report to parents on the development, progress and attainment of pupils with SEND.
* Participate in meetings that relate to the management and organisation of SEND provision.
* Support and develop staff, including teaching assistants, working with pupils with SEND.
* Deputise for the SENDCo where appropriate.

**Duties and Responsibilities**

**Teaching**

* Plan and teach well-structured lessons and interventions for individuals, small groups and classes, following the school’s plans, curriculum and schemes of work.
* Adapt teaching to respond to the strengths and needs of pupils with SEND.
* Promote good progress and outcomes by pupils from their varied starting points.
* Demonstrate good subject knowledge alongside an understanding of a range of SEND.
* Select and develop appropriate learning resources and strategies to support pupils with SEND.
* Model inclusive practice for colleagues.

**Monitoring, Assessment, Recording, Reporting**

* Monitor and track the progress of pupils at SEN Support.
* Support teachers in setting clear, measurable targets in Learning Support Plans.
* Maintain up-to-date and accurate SEND records and provision maps.
* Use assessment information to evaluate the impact of interventions and provision.
* Provide feedback to teachers, parents and the SENDCo on pupil progress.
* Prepare and present informative reports to parents and carers.

**Whole-School Organisation, Strategy and Development**

* Contribute to the development, implementation and evaluation of the school’s SEND and inclusion policies.
* Support the SENDCo and Inclusion Lead in coordinating SEND provision across the school.
* Make a positive contribution to the wider life and ethos of the school.
* Share best practice and lead training opportunities to build staff confidence in supporting pupils with SEND.
* Work with other colleagues and external professionals to secure coordinated outcomes for pupils.

**Health, Safety and Discipline**

* Promote the safety and wellbeing of pupils at all times.
* Support positive behaviour and emotional regulation strategies for pupils with SEND.
* Maintain good order and discipline, working in line with the school’s behaviour policy.

**Safeguarding**

* Work in line with statutory safeguarding guidance (*Keeping Children Safe in Education*, *Prevent Duty*, *Working Together to Safeguard Children*) and the school’s safeguarding and child protection policies.
* Promote the safeguarding and welfare of all pupils, ensuring swift action is taken where concerns are identified.
* Share safeguarding concerns with the Designated Safeguarding Lead (DSL) in a timely manner.
* Contribute to early help assessments and multi-agency working where required.

**Professional Development**

* Take part in the school’s appraisal procedures.
* Engage in further training and professional development to strengthen SEND expertise.
* Keep up to date with current research, guidance and legislation related to SEND.
* Support the professional development of colleagues in relation to SEND and inclusive practice.

**Personal and Professional Conduct**

* Uphold public trust in the profession and maintain high standards of ethics and behaviour.
* Have proper and professional regard for the ethos, policies and practices of the school.
* Maintain high standards of attendance and punctuality.
* Act within the statutory frameworks that set out professional duties and responsibilities.

**Management of Staff and Resources**

* Provide guidance to teachers and support staff in differentiating provision for pupils with SEND.
* Support the deployment of resources, including teaching assistants, to meet pupil needs effectively.
* Ensure resources are used efficiently to promote inclusion and pupil progress.

Please note that 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 teacher will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

# Person Specification

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| criteria | qualities |
| **Qualifications  and experience** | - Qualified Teacher Status (QTS) - Degree or equivalent - Successful primary teaching experience - Experience of working with pupils with SEND, including planning and delivering interventions  - Completed, or started, SENDCo qualification |
| **Skills and knowledge** | - Strong knowledge of SEND Code of Practice and statutory guidance - Understanding of strategies to support a wide range of needs (cognitive, social, emotional, communication, sensory) - Ability to differentiate effectively and support others to do so - Experience of writing and reviewing Learning Support Plans - Knowledge of safeguarding requirements - Good ICT skills for teaching, record-keeping and reporting |
| **Personal qualities** | - Commitment to inclusion and achieving the best outcomes for all pupils - High expectations of pupil progress and achievement - Strong interpersonal and communication skills - Ability to work collaboratively with staff, parents and external agencies - Ability to work under pressure and prioritise effectively - Commitment to safeguarding, equality and confidentiality |