



Holy Family Catholic Multi Academy Trust

Job Description

Job Title:	Assistant SENDCO x 2
Location	St John Plessington Catholic College
Responsible To:	SENDCO / Deputy SENDCO
Salary Grade:	F15 - 17 (£28294 - £29243) pro rata actual salary
Contract:	Term Time +3 , Permanent contract, 36 hours per week.

Key Purpose of Job

To provide advanced support for teaching and learning, with a significant role in assessing, planning and reviewing provision for students with SEND and additional needs. The Assistant SENDCO will contribute directly to the identification of need, implementation of targeted support, and evaluation of impact.

The role includes a strong administrative and coordination element, ensuring that SEND documentation, reviews and communication processes are accurate, timely and compliant with statutory expectations.

Key Responsibilities of the Post

1. Teaching & Learning Support

- Plan and deliver structured learning activities for individuals and small groups under teacher guidance.
- Support high-quality teaching within the classroom, adapting resources to meet individual needs.
- Promote independence, resilience and engagement in learning.
- Use effective questioning, modelling and scaffolding to support progress.
- Provide feedback to teachers to inform assessment and next steps.

2. SEND Assessment & Identification of Need

- Support the identification of students' additional needs through observation, baseline assessment and ongoing monitoring.
- Contribute to the assessment of barriers to learning (academic, social, emotional, behavioural).
- Assist in gathering evidence to support SEND identification and referrals (including internal and external agencies).
- Use school data, teacher feedback and assessment information to build a clear profile of



student needs.

3. SEND Administration & Documentation

- Maintain accurate and up-to-date SEND records, including provision maps, student profiles and intervention logs.
- Support the preparation and organisation of documentation for EHCP reviews, annual reviews and support meetings.
- Ensure all records are compliant with statutory requirements and school policy.
- Update systems (e.g. CPOMS, Arbor) with relevant notes, actions and outcomes.
- Track provision and ensure interventions are recorded, monitored and evaluated effectively.
- Support the SENDCO in liaising with primary SENDCO's to have an accurate record for transition and plan and facilitate enhanced transition.
- Completion of HCP's and facilitating reviews of HCP's.
- Facilitate evidence gathering for access arrangements including completion of form 8's and 9's.

4. Intervention Planning, Delivery & Evaluation

- Plan and deliver targeted interventions (e.g. literacy, numeracy, SEMH support/EAL support).
- Set clear, measurable outcomes for intervention programmes.
- Monitor and record student progress against targets.
- Evaluate impact and adapt provision to ensure maximum effectiveness.
- Contribute to whole-school intervention strategies for SEND and vulnerable learners.

5. EHCP & Review Processes

- Support the coordination and delivery of EHCP provision.
- Contribute to EHCP reviews by gathering evidence, writing reports and providing impact summaries.
- Attend and contribute to review meetings with parents/carers and external professionals.
- Support the implementation of agreed outcomes and targets from review meetings.
- Monitor ongoing provision to ensure fidelity to EHCP requirements.
- Engage in co-production meetings for draft EHCP plans, including writing costed provision maps and requesting sufficient funding from the LA

6. Behaviour & Pastoral Support

- Support the implementation of the school's behaviour policy.
- Promote positive behaviour, engagement and readiness to learn.
- Provide targeted support for students with SEMH needs.
- Build strong, professional relationships with students to support wellbeing and inclusion.

7. Collaboration & Multi-Agency Working



- Work closely with teachers, SENCO, pastoral teams and external professionals (e.g. Educational Psychologists, Speech & Language Therapists).
- Support communication between school and families regarding SEND provision and progress.
- Contribute to multi-agency meetings and follow up agreed actions.

8. Assessment, Monitoring & Reporting

- Observe, assess and record student progress in relation to SEND outcomes.
- Provide detailed feedback to staff on student needs, progress and barriers.
- Contribute to internal reporting cycles and review documentation.
- Support quality assurance processes linked to SEND provision.
- Support children and update Health Care Plans

9. Wider Contribution

- Support enrichment and inclusion activities.
- Supervise students as required (e.g. break/lunch duties).
- Uphold safeguarding, confidentiality and data protection requirements.
- Contribute to the Catholic ethos and mission of the school.
- Clear communication
- Establish relationships with outside agencies for supporting students.

Key Impact of the Role

- Improved identification and understanding of student needs.
- High-quality, evidence-informed SEND provision.
- Strong compliance with statutory SEND requirements.
- Measurable improvements in progress, attendance and engagement for SEND students.
- Effective partnership working with families and external agencies.

Supervision / Line Management Responsibilities of the post

- Line management of Learning Assistants - Level 2 & 3

Working Environment & Conditions of the post

Normal office environment
Lone worker

Other Duties



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- a) To undertake additional duties as required, commensurate with the level of the job
- b) To contribute to the effective working of the HFCMAT
- c) Maintain positive, professional relationships with students, parents/carers and teachers
- d) To participate in induction training, staff review processes and professional development opportunities
- e) All staff must commit to Equal Opportunities and Anti-Discriminatory Practice
- f) The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking in any of the Trust buildings, enclosed spaces within the curtilage of buildings and school vehicles
- g) The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled
- h) The post-holder is expected to familiarise themselves with, and adhere to, all relevant Trust Policies and Procedures
- i) The post-holder must comply with the Trust/School's Health and Safety requirements specifically for the school they are based
- j) The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.



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Person Specification

Area	Job requirements	Essential/Desirable	Evidence
A. Qualifications and Professional Development	Good standard of education (minimum GCSE Grade C/4 or equivalent in English and Mathematics).	E	A, C
	Evidence of continued professional development in SEND, inclusion or supporting learning.	E	A, C
	Willingness to undertake further training in SEND processes, assessment and statutory requirements.	E	A, I, R
	Understanding of safeguarding training requirements (or willingness to complete immediately).	E	A, C
	Level 4 qualification in Supporting Teaching and Learning or equivalent.	E	A, C
	Additional qualifications or accredited training in SEND (e.g. autism, ADHD, SEMH, speech and language).	E	A, C
	Training in assessment tools or intervention programmes (e.g. literacy/numeracy interventions).	D	A, C
	Safeguarding training (Level 2 or above).	D	A, C
	Training in EHCP processes, annual reviews or SEND administration.	D	A, C
B. Experience	Experience of working with children or young people in an educational or similar setting.	E	A, I, R
	Experience of supporting students with SEND or additional needs.	E	A, I, R
	Experience of supporting teaching and learning within a classroom environment.	E	A, I, R



	Experience of working with students with a range of needs, including learning, behavioural or emotional barriers.	E	A, I, R
	Experience of maintaining records or contributing to documentation relating to student support.	E	A, I, R
	Experience of contributing to SEND assessment processes or identification of need.	E	A, I, R
	Experience of supporting or contributing to EHCP provision and/or annual review processes.	D	A, I, R
	Experience of planning and delivering targeted interventions and monitoring their impact.	D	A, I, R
	Experience of maintaining SEND records, provision maps or intervention logs.	D	A, I, R
	Experience of working with external agencies (e.g. Educational Psychologists, Early Help, Speech & Language).	D	A, I, R
	Experience of supporting multi-agency meetings or contributing written reports.	E	A, I, R
C. Knowledge/ Skills	Strong understanding of how children and young people learn, particularly those with SEND.	E	A, I, R
	Ability to identify and respond to barriers to learning.	E	A, I, R
	Ability to support literacy and numeracy development effectively.	E	A, I, R
	Strong interpersonal skills with the ability to build positive relationships with students, staff and families.	E	A, I, R
	Excellent communication skills (verbal and written), including the ability to convey information clearly and professionally.	E	A, I, R
	Ability to observe, assess and accurately record student progress and needs.	E	A, I, R
	Strong organisational skills, with the ability to manage	E	A, I



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	multiple tasks and maintain accurate records.		
	Ability to follow structured processes and ensure compliance with school policies.	E	A, I
	Good IT skills, including the ability to use school systems to record and track information.	E	A, I
	Ability to work with sensitivity, discretion and confidentiality.	E	A, I
	Knowledge of the SEND Code of Practice and statutory requirements.	E	A, I
	Understanding of EHCP processes, including assessment, planning and review.	E	A, I
	Knowledge of a range of SEND needs (e.g. autism, SEMH, dyslexia, speech and language needs).	E	A, I, R
	Understanding of intervention strategies and how to measure impact.	D	A, I
	Familiarity with school MIS systems (e.g. SIMS, Arbor) and safeguarding systems (e.g. CPOMS).	D	A, I, R
	Knowledge of behaviour management strategies and trauma-informed approaches.	E	A, I, R
	Ability to analyse data to inform provision and intervention.	E	
D. Other Conditions	Satisfactory pre-employment checks including DBS	E	C
	Commitment to safeguarding and promoting the welfare of children and young people.	E	C
	Ability to work both independently and collaboratively as part of a team.	E	A, I
	Professional, calm and resilient approach when working with students with additional needs.	E	A, I
	High levels of confidentiality, integrity and professionalism.	E	A, I
		E	A, I



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	Flexibility to respond to the needs of students and the school.		
	Commitment to inclusion and improving outcomes for all learners.	E	A, I
	Alignment with the ethos and values of the school.	E	A, I
	Willingness to contribute to wider school life, including enrichment and extracurricular activities.	D	A, I
	First Aid qualification (or willingness to undertake training).	D	A, I
	Understanding of the ethos and values of a Catholic school.	D	A, I
	Be able to support occasional meetings with parents/carers or external professionals.	E	A, I

Key to Evidence:

A – Application Form & Letter

C - Certificates

I – Interview

R - Reference