

Blessed Hugh Faringdon Catholic School

Job Description Assistant Learning Support Area Manager

POST HELD

Assistant SENDCo

SALARY GRADE OF POST

Grade 5 Points 22 – 25

REPORTING TO

SENDCo

JOB PURPOSE

The role involves working with the SENDCo to contribute to leading and managing the provision of special educational needs learning support, and to support the provision of high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

In the absence of the SENDCO, to ensure the smooth running of the area.

MAIN DUTIES

Organisational Duties

- To deploy and oversee the team of Teaching Assistants, including the setting up and reviewing of timetables for Teaching Assistants.
- To set up and review timetables to support students in the classroom.
- To run the Teaching Assistant appraisal process for identified staff as directed by SENDCo
- Update SIMS with key student information
- Track progress data of SEND students
- To complete and oversee the administrative process for exam access arrangements

Administrative Tasks

- Take and keep accurate records of minutes of meetings.
- Ensure regular reviews and up-dates of Student Profiles in consultation with the SENDCO.

Liaison with Parents, Staff and external agencies

- Attend, contribute to and minute Annual Review meetings, and action outcomes as required
- Communicate regularly and effectively with the parents of students with SEND as required.

- Communicate regularly and effectively with staff to collect information and disseminate data and up to date information about students.
- Communicate with outside agencies to ensure continuity of support and learning for students with SEND
- Liaise with other schools, in conjunction with SENDCo, to ensure consistency of support and learning for students transitioning to and from Blessed Hugh Faringdon Catholic School.

Intervention Programmes

- To support the learning of assigned SEND students (individuals/small groups).
- To organize and conduct student assessments such as reading, SNAP and CATS.
- Schedule and manage the intervention programmes delivered by Teaching Assistants and Literary Support Assistant.
- Update records of student progress and provision maps in relation to cycles of intervention.

Other Professional Requirements

- Establish effective working relationships with a) students, b) parents c) professional colleagues.
- Set a good example to the students through personal presentation, professional conduct.
- Make a positive contribution to the wider life and ethos of the school
- Support and carry out policies and practices to promote positive student behaviour, in line with the whole school approach and support the “Behaviour for Learning” programme.
- Take responsibility for personal professional development, including knowledge of school policies and procedures.
- Liaise effectively and sensitively with students and parents.
- Ensure compliance with all statutory Health and Safety requirements.
- Retain confidentiality about all aspects of school life.
- Any other reasonable tasks as requested by the Headteacher/Assistant Headteacher/SENDCO.

The responsibilities outlined above do not form an exhaustive list and may be subject to modification at any time at the reasonable discretion of the Headteacher/Assistant Headteacher/SENDCO in consultation with the postholder.

The school is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. This post is subject to a satisfactory Criminal Records Bureau enhanced disclosure certificate.

This post is subject to Level 1 Health and Safety Training

Person Specification Assistant SENDCo

Qualifications, Experience, Knowledge, Skills and Qualities	Criteria
Qualifications	<ul style="list-style-type: none"> • Demonstrable levels of numeracy & literacy equivalent to GCSE Grade 5 or above (A- C). (E)
Experience	<ul style="list-style-type: none"> • Proven track record of supporting students with SEND. (D) • Experience of working with children (either paid or unpaid capacity) preferably in an education setting. (D) • Experience of small group/individual support. (D) • A good working knowledge of the JCQ requirements for exam access arrangements (D)
Knowledge, Skills, Qualities	<ul style="list-style-type: none"> • To have an understanding of the impact of SEND on student access, learning, progress and attainment. (D)
	<ul style="list-style-type: none"> • An understanding of strategies to meet the needs of the range of SEND learners. (D)
	<ul style="list-style-type: none"> • To be able to develop good working relationships with students so that they are motivated to learn and make good progress. (E)
	<ul style="list-style-type: none"> • To be able to develop effective relationships with parents so that they work with the school to support their children to learn. (E)
	<ul style="list-style-type: none"> • Good ICT skills and ability to apply these to support students learning and complete administrative tasks. (E)
	<ul style="list-style-type: none"> • Good organisational, communication, administrative and interpersonal skills (E)
	<ul style="list-style-type: none"> • Able to deal with confidential information sensitively and appropriately in line with school policies. (E)
	<ul style="list-style-type: none"> • Able to keep accurate minutes of meetings
Personal Qualities	<ul style="list-style-type: none"> • Hardworking, committed, loyal, resilient, resourceful • enthusiastic and with a “can-do” approach , • creative, a person who enjoys learning and seeks out opportunities to continue learning, • high expectations of self and others.