

# Stratford-upon-Avon School

<b>Job Title:</b>	<b>Associate SENCo</b>
<b>Grade</b>	<b>Band J (Points 25-28)</b>
<b>Hours:</b>	<b>37 hours per week / 39 weeks per year</b>
<b>Reporting to:</b>	<b>SENCo</b>
<b>Working closely with:</b>	<b>SENCo, Assistant Head teacher (Inclusion), College Leaders, Curriculum Leaders</b>

## **Main Purpose of Job**

- Support the SENCo in the leadership and management of all staff working within Inclusion, and promote the inclusion and acceptance of all pupils within the classroom and the broader school.
- Provide leadership and guidance for staff and students working within The Hub
- Support the SENCo in efficient and effective allocation of specialist provision within The Hub and organise associated resources to ensure that the needs of students with additional needs are met effectively and efficiently
- Drive progress for students 'at risk' or within vulnerable groups, leading to narrowing of any attainment gap and improved engagement
- Provide line management for all TA3s within SEN and The Hub
- Develop and maintain productive and close working relationships with stakeholders and external agencies
- To assume responsibility for a caseload of EHCP students, conducting EHC reviews and attending multiagency meetings as required.
- To support the SENCo with CPD delivery across the Hub department, and whole staff delivery around SEND when required.
- To work closely with Hub staff to provide high quality intervention and support including resources/materials.

## **Curriculum and Intervention development**

- Support provision within the Hub and the coordination of Wave 3 Intervention to meet all areas of need
- To ensure systems, interventions and teacher assistants meet the needs of learners with moderate, severe, complex and profound needs
- Support the development of pupils with Specific Educational Needs through planning and delivering intervention programmes that help pupils over-come barriers and to ensure progress towards targets.
- Develop, review and monitor the effectiveness of programmes of work delivered within The Hub
- Track and monitor the progress of vulnerable, 'at risk' students, and specifically those working within The Hub
- Ensure progress is communicated with key stakeholders, particularly students / parents via the production of appropriate reports
- Support the creation and maintenance of personalised student and TA3 timetables
- Manage homework support structures
- Coordinate break / lunch time, and tutor time provision within the Hub.

### **Student Learning and Progress:**

- Promote the achievement and progress of all SEN students and those who might also be classed as 'vulnerable'.
- Support the introduction, review and discharge of individual pupils within The Hub
- Implement a graduated approach to SEN support, through the cycle of 'Assess, Plan, Do, Review' being used to inform provision and meet individual needs
- Develop and maintain systems that ensure accurate assessment of pupil need, and the recording and tracking of progress
- Be actively involved in the day-to-day management of the learning environment of pupils with Additional Needs, including the provision of specialist teaching materials and equipment where appropriate.
- Challenge, motivate and reward students through promoting and reinforcing self-esteem.
- Lead on the statutory process for identified students with an EHCP, including attendance at Annual Review Meetings, and completion of relevant documentation
- Assist in the production, monitoring and update of Student Passports
- Contribute to the delivery of appropriate individual and small group activities to develop key learning skills which enable pupils to access the curriculum
- Liaise with staff, parents, external agencies and other schools or settings to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for pupils with SEND
- Support early and accurate identification of students with special educational needs
- To attend / lead on 'Early Help'

### **Leadership and Staffing**

- Establish a productive working culture for staff and students working within The Hub
- Working effectively with TAs to ensure that bespoke programmes of study, including personalised learning, are made available as appropriate. e.g. managing Literacy and Numeracy Intervention, SEMH and ASC provision
- Work and advise teachers in lesson planning, evaluating and adjusting lessons/work plans to suit the needs of all students.
- To fulfil the duties of a line manager working within The Hub
- To ensure that the allocated staff have regular line-management meetings.
- To conduct timely Performance Management reviews for the above staff.
- Alongside the SENCo, to ensure that the professional development needs of these staff are addressed and evaluated.
- To ensure that all staff in the inclusion department are recording information regularly and accurately.
- To regularly monitor and evaluate the way the timetables for the inclusion department are meeting both staff and student needs.
- Work in partnership with the pupil, parents and other professionals to ensure the needs of pupils with Education Health Care Plans are fully met and meet statutory requirements •

### **Support for the school:**

- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, behaviour management, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in regular meetings.
- Attend and participate in SEN Parent Evenings / Open Events
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise as required.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Supervise pupils on visits, trips and out of school activities as required
- Within own area of expertise or interest, take opportunities to lead extra-curricular or other activities.
- Any other duty appropriate to the general area of operation and in line with the broad range of responsibilities and aptitudes expected

### **Other duties**

- Provide mentoring or other support for one or more students at Stratford upon Avon School
- Participate fully in the School's performance management programme
- Undertake any other duties commensurate with the level of the post at the direction of the SENCo and Inclusion Team
- This is a new post and there should be every expectation that aspects of the role may change and develop over time, within the general job weight defined.
- Though not prescriptive, it is expected that this role will continue to include active student contact delivering student support or directed small group intervention.

### **Health and Safety**

1. At times this post involves dealing with students and visitors to the school, and responsibility for own health and safety and that of others will be of key importance
2. The post holder must have the moral courage to insist on appropriate safety standards within their area of influence, whilst not using Health and Safety as an excuse to water down the educational experience for the pupils.

### **General**

#### **Entitlement to:**

- A clear line management and access to the immediate line manager.
- An annual performance review, which includes the setting of individual performance targets in line with the established school procedure.
- Time and opportunity for professional development, in an appropriate form.

## **Requirements**

- The postholder is expected to comply with the provisions of the Data Protection Act 1998 and other relevant legislation. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the school's Data Protection Policy and Procedure.
- Knowledge of and compliance with relevant school policies and procedures e.g. Health & Safety, No Smoking, Acceptable Use of the Internet, procedure to gain authorisation for expenditure, privacy policies, Child Protection etc.
- Willingness to undertake training /professional development in-house or externally.
- Participation in the performance management system in force for all staff.

## **Notes**

- Stratford-upon-Avon School reserves the right to alter the content of the job description to reflect changes to aspects of the role, without altering the general nature of the role or level of responsibility.
- The responsibilities detailed are subject to the terms and conditions laid down in the Contract of Employment for Support Staff.
- The job description summarises an indicative range of duties, responsibilities and outcomes, but does not seek to imply the relative priorities or the proportion of time to be spent on each.

# **Appendix 1**

## **Support Staff Management Posts**

### **Strategic**

Provide support for the management of the SEN / Inclusion team, including:

1. Ensure the effectiveness of the function to maximise the positive impact on teaching and learning, pupil wellbeing and extended services provision
2. Establish standard operating procedures
3. Maximise efficiency
4. Develop and maintain an ongoing customer focus
5. Production of area development plans (as part of overall School Improvement Plan) including identification of needs, costs and prioritisation of works.
6. Ensure compliance with health and safety, safeguarding, data protection and other regulatory requirements
7. Develop and share good practice across the team and the school and into such partnerships as may be existing, or be appropriate for development, with other schools, businesses and other relevant bodies
8. Provide advice and guidance to partner and cluster schools and organisations within area of responsibility
9. Ensure effective procedures for the recruitment, appointment, induction, review and development of staff within your working area, in line with school policy and within overall guidance by HR
10. Develop and implement procedures to identify impact measures, evaluate the effectiveness of your responsibility area and feed directly into development planning.
11. Provide and act upon management information as required, by agreement with the SENCo.

## **Corporate**

1. Be a member of the Support Staff Management Team to contribute to the leadership, management, development and effective operation of support services
2. Take a full and active part in the operational management of the school
3. Contribute to system leadership through purposeful collaboration with partner schools and other organisations
4. As a member of staff in a school that works in partnership with other organisations, contribute to the development and sharing of good practice into partnership with other schools and relevant bodies. This may include undertaking duties and work in other schools and at other locations
5. Be prepared to carry out staff duties, and be a presence round the school at key times and at key school events
6. As a member of staff working in a school setting, have a duty to help keep young people safe and to protect them from sexual, physical and emotional harm and to take reasonable steps to ensure the safety and wellbeing of students

## **Working with Pupils**

1. As part of a team of support staff, provide assistance with a variety of other provision if required, such as supervision of private study, accompanying school visits
2. Be prepared to engage in elements of guidance or instruction to pupils in line with specific job role, area of interest or expertise.

## **Membership of Groups**

1. As a senior member of support staff, membership of the Support Staff Management Team
2. In the event that a Health and Safety Committee is in force at the school, the post holder may be required to be member.

## Appendix 2

### Terms and Conditions of Employment specific to the post

#### Working Hours

The post is for 37 hours per week. The actual timings will be by agreement with the line manager, in line with general school policy.

A lunch break of 40 minutes will be taken at a mutually agreed time, by agreement with the line manager. Where 6 hours or fewer are worked per day, it may be possible to omit the lunch break

Working weeks will be 39, comprised of 38 weeks of school terms, plus a total of 5 training days, actual dates to be designated on a year by year basis.

There is not usually specific provision for overtime payment for more senior staff posts which are graded at Band I or above. However, where significant and sustained additional hours are required in pursuit of a specific agreed development, agreement will be made to allow some time in lieu to be taken at a mutually convenient time or, occasionally, for an element of payment to be made.

#### Holidays

- a) Term-time staff are paid for a pro-rata proportion of holidays applicable to the grading of the post and the length of their service.
- b) All holidays are deemed to be taken within school holidays.
- c) The allocation of holidays against which pro-rata payment is made is 23 days for new entrants to schools, academies or local government. 28 days after 4 years' continuous service, plus 8 Bank Holidays and 4 Statutory days

#### Other Benefits

- Free car parking (subject to availability)
- Wellbeing employee assistance programme
- Free lunch if undertaking a lunchtime staff duty
- Contributory pension scheme

#### Remuneration

Starting salary for a full-time post at Band J (points 25-28) is within the range £35,235 to £37,938 starting point depending on experience and qualifications.

The actual salary for the hours / weeks worked will be in the range £30,525 to £32,867 subject to any continuous service.

*All positions at Stratford-upon-Avon School are subject to the Disclosure Barring Scheme.  
This post is subject to an Enhanced Disclosure.*