



St Paul's Steiner School

Job Title:	Assistant SENCo
Reports to:	SENCo
Level:	QTS
Salary:	From £27,846
Hours:	39 Weeks, Term time only post from 8.00am to 4.00pm
Start date:	ASAP
Line management:	N/A

The role at times requires additional hours on occasions to fulfil the requirements of the post.

Our mission is to educate the whole child in a healthy and balanced manner, developing the physical, emotional and intellectual capacities of each child through an age-appropriate curriculum. The Steiner philosophy looks to support both teacher and child in their development with a holistic intention. The school as a whole is seen as a community and works in strong partnership with parents.

Job Purpose:

- Assist SENCo with determining the strategic development of special educational needs (SEN) policy and provision in the school in line with SEND Code of Practice 2014
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The Assistant SENCo will also be expected to fulfil the professional responsibilities of a teacher
- Deputise for the SENCo in their absence

Responsibilities

Key Functions

- To assist the SENCO with a range of duties including provision mapping, assessments, records and documentary evidence, liaison and meetings with other professionals.
- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
- To assist the SENCo with managing and deploying Teaching Assistants.
- To work with a range of other professionals e.g. SALT, EP, CAMHS, Children's Services
- To manage appropriate resources for Special Needs and Learning Support and ensure that they are used efficiently, effectively and safely
- To develop curriculum resources to ensure that pupils identified as having SEN have the required levels of support
- To provide all those with involvement in Special Needs and Learning Support the support, challenge, information and development necessary to sustain motivation and secure improvement in learning.

Operation of the SEN policy and co-ordination of provision

- To support the SENCo in maintaining an accurate SEND register and provision map
- Providing guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Be aware of the provision in the local offer

- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

Assist with:

- Identifying a pupil's SEN and co-ordinating provision that meets the pupil's needs, and monitor its effectiveness
- To monitor the progress of students with SEN and advise the SENCO.
- Promoting the pupil's inclusion in the school community and access to the curriculum, facilities and resources
- Ensuring that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- The creation and implementation of IEPs and applying for EHCPs
- Reviewing the education, health and care plans and IEPs with parents or carers, staff and the pupil
- Liaising with relevant outside agencies to ensure that individual pupil SEN are met effectively and that the requirements of EHCPs are met fully.
- Ensuring that staff are kept informed of pupil's SEN and advise on areas to develop and support.
- Providing guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of different pupils.
- Supporting meetings of SEN staff, communicate information to staff and co-ordinate resulting action.
- Offering advice and support to teaching staff in providing a quality first teach approach, under the direction of the SENCO.
- Ensuring that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Working with the Safeguarding Team, where a looked-after pupil has SEN or a disability

Other areas of responsibility

- Work with the Headteacher to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability

Personal and professional Development

- Engages fully with the process and practice of Waldorf Education which considers the personal development of the teacher as in relationship to the development of the children.
- Accepts regular visits from advisors
- To be committed to the development of the School
- Take part in appropriate performance review procedures
- Support the development of themselves and others through attendance at conferences, study and INSET days, observing and mentoring in partnership with colleagues.

Building a relationship with parents

- Regularly updating parents on their children's progress within SEN
- Available for parents to discuss individual children's progress and development at regular times during the school term.
- Conducts home visits once per year when necessary

Teamwork/ School Community

- Works co-operatively at all times with colleagues, volunteers and any other members of our community.

- Attends the weekly Class teachers and EY meeting and, after the first year at the School, the College meeting and other meetings essential to the work
- Supports, prepares and actively participate in school assemblies, events and festivals.
- Share responsibility for supervision of all pupils during non-class hours within the school day including covering classes or other duties for absent colleagues and being part of the break duty Rota.

Compliance and Safeguarding

- Stays up to date and familiar with the School' policies and procedures and ensure adherence of Statutory obligations (e.g. Health & Safety, safeguarding and child protection)
- Liaises with other agencies e.g. SSWF, Social Services, LEA, Ofsted, DoE and other Schools when required
- At all times, respect professional confidentiality with regards to information about children, parents and other Teachers and staff at the School.
- Prepared to attend training courses in First Aid, SEN, Child protection etc. as deemed necessary to work with children
- Ability to work on own initiative and as part of a team, recognising each member's individualities while also showing willingness to compromise and adapt according to the demands of the situation.

Person Specification

CRITERIA	QUALITIES
Qualifications and training	<p>Essential:</p> <ul style="list-style-type: none"> • Qualified teacher status • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment • Align for Learning Certificate, or a willingness to complete it within 3 years of appointment <p>Desirable:</p> <ul style="list-style-type: none"> • Degree • A recognised Waldorf Teacher Training certificate
Experience	<p>Essential:</p> <ul style="list-style-type: none"> • Teaching experience minimum 2 years • Experience of working at a whole-school level <p>Desirable:</p> <ul style="list-style-type: none"> • Experience of conducting training/leading INSET
Skills and knowledge	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Knowledge of Steiner Waldorf Pedagogy • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Ability to plan and evaluate interventions • Data analysis skills, and the ability to use data to inform provision planning • Effective communication and interpersonal skills • Ability to build effective working relationships • Ability to influence and negotiate • Good record-keeping skills

Personal qualities	<ul style="list-style-type: none">• Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school• Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability• Ability to work under pressure and prioritise effectively• Commitment to maintaining confidentiality at all times• Commitment to safeguarding and equality
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This job description may be amended at any time in consultation with the postholder. 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 Assistant SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or Line Manager.

Notes

St Paul's Steiner School is committed to equality of opportunity. We encourage applications from individuals of any of the many BAME backgrounds.

St Paul's Steiner School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The offer of this post is subject to statutory clearance by Disclosure and Barring Service and Teacher's prohibition list check. The appointment will be subject to two satisfactory references, one of which must be from the candidate's most recent employer.