



Job Description

POST:	HLTA Assistant SENCO
RESPONSIBLE TO:	SENCO
GRADE:	SP22-26
LOCATION:	Oasis Academy Wintringham
WORKING PATTERN:	30 hours a week, term time
DISCLOSURE LEVEL:	Enhanced
JOB PURPOSE:	To support the SENCO in ensuring that all students with Special Needs have an appropriate provision, that they receive a broad well-balanced and relevant education and make good progress

SPECIFIC RESPONSIBILITIES:

- To ensure SEND students are identified in line with SEN policy
- To ensure all identified SEND students have appropriate support and intervention in place
- To work with the SENCO and support them in the day to day running of the SEND unit
- Enhance the practice of other staff by being an example of good practice and a role model within the SEN team and across the Academy
- Coach and model good special needs support for other staff as necessary to raise standards
- Liaise with teaching staff and the SENCO ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for SEN students, in accordance with the aims of the Academy and the curricular policies determined by the Governing Body and Principal
- To ensure that relevant external agencies are involved as appropriate to enhance the support provision delivered to students
- Be responsible for creating a stimulating and challenging learning environment, which secures effective learning support and delivers high standards of achievement, behaviour and discipline in the SEN areas
- Work with the Transition Team to ensure the smooth transfer of SEN students from partner primary schools
- Work with appropriate colleagues to ensure the smooth transition of SEN students into post 16 provision
- Ensure a safe working and learning environment through application of appropriate risk assessments
- To use pupil progress data effectively to monitor the progress of SEND children and to intervene accordingly
- Currently working with KS4 offering this as an option choice for those pupils who have complex, social and communication difficulties whose recognised needs require an alternative vocational curriculum (in line with LEA/ EHCP)

- To conduct the testing of all mobile pupils, collate data and information. Liaise with the admissions officer to support a smooth transition from previous educational establishments.
- To create personal profiles and SEND profiles using external agency reports, parental information and pupil 1-1 meetings. Input all information on to Bromcom for all staff to have a knowledge of individual's additional needs, developing strategies to support teaching and learning.
- Transition post 16. To conduct regular college visits and facilitate a group of SEND/ vulnerable pupils (create risk assessments, create letters of consent, medical consents, drive the minibus, and support the group whilst ensuring safety and stability. Liaise with careers advisor to best support the SEND year 10/11.) To arrange taster sessions and support with college interviews if appropriate. Support with college applications.
- Identify suitable courses, college providers recognising the additional needs of individuals. Provide written reports, forward JCQ documentation and conduct SEND core meetings for individuals with College SENCOs.
- To conduct all SEND RA with regards to external trips, outings and alternative curriculum activities.
- To source and facilitate external provision and interventions for pupils with additional learning needs, negotiate provision and work within a budget. Organise money and specialist provision. Take care of individuals emotional, educational, personal and social needs. Provide the transport and be the designated driver of the school's mini-bus when available.
- Conduct home visits and meetings off site.
- To meet and support the educational needs of pupils who are dual registered if they have recognised needs. Attend 6-12 weekly review meetings at off-site provisions, PRU/ home educated (currently not doing this but have done so up until last year).
- To collate information, identify and facilitate with the assessments of pupils who are recognised and in need of EP, SALT, HI, VI support. To act as a direct contact with these professionals whilst on site.
- To assist and complete in line with external agency recommendations and due to difficulties highlighted with in inclusion meetings EHCP submissions. Creating evidence needed to support applications for additional funding to meet significant learning needs.
- To line manage staff and conduct formal appraisals in line with Oasis policy's and supporting professional development within the SEND team.
- Identified as a nominated first aider in school and off site for external trips/ provisions.

Core duties

- To be an outstanding role model
- To embody excellence
- Establish and actively promote a positive identity and ethos for the academy at all times
- To set an example of an outstanding practitioner
- Establish a culture that celebrates and promotes academic and wider achievement which will enable all students to become effective, enthusiastic, independent learners
- Play a significant role to ensure the performance of the Academy is in line with and where possible exceeds all targets for continuous improvement and becomes a model for excellence
- Develop links with other Academies locally and across the family of Oasis Academies
- Continually work in a highly collaborative way with colleagues across the Academy

Safeguarding children and young people

Oasis Community Learning is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

Other:

- The post holder will be subject to performance management objectives agreed annually.
- The post holder will carry out additional site-specific duties (subject to negotiation).
- The post holder is expected to carry out such other duties as may reasonably be assigned by the Principal.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Signed:

Employee:		Line Manager:	
Print Name		Print Name	
Date		Date	

Assistant SENCO

Person Specification

Our Purpose

Oasis Academies exists to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • GCSE English & Maths at grade C or above • First Aid at work qualification or willingness to undertake training • Evidence of a commitment to own professional development. <ul style="list-style-type: none"> • Certificate of Psychometric testing: assessment & access arrangements (CPT3A, level 7 framework for Higher Education Qualifications) 	<ul style="list-style-type: none"> • HLTA qualified
Experience	<p>Successful experience of:</p> <ul style="list-style-type: none"> • Experience of working with SEN children • Leading TAs • Achieving good student outcomes across Key Stages 3 and 4. • Supporting the professional development of colleagues. • Leading effective interventions designed to raise levels of attainment. • Using data to set targets and monitor and evaluate progress. • Liaising effectively with external agencies. • Working with partner primary schools to facilitate transition from Y6>Y7 	<ul style="list-style-type: none"> • Working at HLTA level

<p>Knowledge</p>	<ul style="list-style-type: none"> • Use of assessment and attainment information to improve practice and raise standards. • An understanding of strategies to improve literacy • Use of strategies to promote good student relationships and high attainment in an inclusive environment. • An understanding of Emotional Literacy developments to support learning and teaching. • Good knowledge of strategies to raise aspirations and levels of engagement. • Good understanding of Restorative Practices. • Good understanding of policy and practice in relation to SEN. • Good understanding of current pedagogy in relation to SEN. • Good understanding of the statementing process 	
<p>Skills</p>	<ul style="list-style-type: none"> • An enthusiastic and effective leader and manager. • Ability to maintain accurate and detailed records and databases • Excellent communication and presentation skills. • Competent user of ICT. • Ability to coach, mentor and deliver training to staff. • Ability to plan and resource effective interventions to meet curricular objectives. • Ability to assess the performance of others and respond appropriately. • Ability to form and promote positive relationships with staff, students, parents, the local community and outside agencies. • Well-developed emotional intelligence. 	

<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people. • Commitment to the value and promotion of vocational learning. • Willingness to undergo appropriate checks, including enhanced CRB checks. • Motivation to work with children and young people. • Ability to form positive and productive relationships with colleagues, parents/carers and other stakeholders. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline. • Actively support the Academy's aims. • Active participation in Academy developments. • Commitment to leading extra- curricular activities/ educational visits/out-of-hours learning. • Commitment to innovative learning experiences and partnership with other schools and the wider community including business and industry links. • Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis Community Learning ethos. 	
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