**Job Description:**

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| **Post:** | ***ALS Assistant SEND Co-ordinator*** |
| **Salary Grade:** | *FTE Salary Grade 4, spinal point 14, £25,045.49 p.a. (actual salary £20,672.16 p.a.)*  |
| **Responsible to:** | *SEND Co-ordinator & Director of SEND* |
| **Responsible for:** | *Assisting the SEND Co-ordinators in planning and coordinating outstanding Learning Support interventions for High Needs Students (HNS) and all other students with an Education, Health and Care Plan (EHCP). Maintaining an allocated cohort of annual reviews and EHCP consults.* |

**Key Purpose:**

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| **1** | To support the SEND Co-ordinators in planning delivery of outstanding learning support interventions that meet identified student and curriculum needs, maintaining own caseload as required |
| **2** | To ensure delivery of outstanding support interventions for learning |
| **3** | To support the SEND Co-ordinator in the monitoring of the quality of learning support  |
| **4** | To comply with Local Authority processes with regards to EHCPs, annual reviews and funding templates, and to proactively keep up to date with changes in HNS funding / policies |

**Key Responsibilities and Accountabilities:**

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| **1** | Pro-actively support the college’s Vision, Mission and Values and communicate them effectively |
| **2** | Provide guidance and advice to support staff across college with SEND issues, and plan deployment of available staffing and physical resources with the SEND Co-ordinator |
| **3** | To maintain clear and accurate records, including individual EHCP/HNS student profiles |
| **4** | To assist the SEND Coordinator with submitting start of the year support costings / templates in accordance with Local Authority expectations and guidelines and to consistently review and update these in liaison with the SEND Coordinator and Local Authorities |
| **5** | Act as a point of contact for local authorities and all associated external agencies, always ensuring that a high-quality service is provided |
| **6** | Assist with transition arrangements for learners with SEND from schools / other providers |
| **7** | Arrange for the timely start of learning support for all identified learners, focusing especially on late or at-risk applicants and ensuring that the quality of their support experience is not compromised |
| **8** | Ensure all EHCP Annual Reviews are carried out in a timely fashion and all associated data records are kept accurate and up to date, including managing own cohort of annual reviews and associated tracking |
| **9** | Adopt an outward-looking approach to the development of innovative practice which will enable delivery of a consistently outstanding service and contribute to team development including self-assessment, quality improvement planning and delivery, meeting deadlines and working within budgetary parameters  |
| **10** | Enable the learner voice and the views of staff to be heard in the development of the learning support function |
| **11** | Assist the SEND Co-ordinator in ensuring that financial, human and other resources are deployed efficiently and effectively at all times. |
| **12** | Carry out safeguarding responsibilities, seeking input from safeguarding panel and /or Student Advisors (Health and Well-being) as required |
| **13** | To organise training and support to ensure that all relevant staff are aware of all learners with EHCPs / additional learning needs and how to effectively support them.  |
| **14** | To attend Admissions interviews, as required, to advise on support provided and to accurately assess support need.  |

**Cross-College Responsibilities and Accountabilities:**

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| **1****Cross College** | Promote and communicate the meaning of outstanding learning support for students |
| **2****Accountabilities** | Plan support within agreed budget parameters to contribute towards sustainability and financial viability of the college |
| **3****Accountabilities** | Liaise with relevant college colleagues in the planning, delivery and assessment of Learning Support |

This job description is current as at the date shown below. In consultation with you, it is liable to variation by management to reflect or anticipate changes in or to the job. You are liable to undertake such other duties as may reasonably be required of you, commensurate with your grade, at your initial or present place of work or at any other of the College’s operational sites.

**Person Specification**

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|  | **QUALIFICATIONS & TRAINING** | **Essential** | **Desirable** | **How assessed** |
| 1 | Maths and English to at least level 2 | Y |  | A |
| 2 | Educated to at least level 3 | Y |  | A |
| 3 | Learning Support or similar qualification |  | Y | A |
|  | **KNOWLEDGE, EXPERIENCE & UNDERSTANDING (CURRENT)** |  |  |  |
| 4 | Knowledge of current HNS and EHCP legislation and SEND Code of Practice | Y |  | AIP |
| 5 | Understanding of factors that create barriers to learning and strategies to overcome these | Y |  | AIP |
| 6 | Understanding of effective quality improvement initiatives and outcomes |  | Y | AI |
| 7 | Proven track record of working with a broad range of people with learning difficulties / disabilities | Y |  |  |
|  | **SKILLS & ATTRIBUTES** |  |  |  |
| 8 | Total commitment to the College’s vision, mission and values | Y |  | AI |
| 9 | Ability to work as part of a team, sharing good practice and successfully coaching others | Y |  | AIP |
| 10 | Ability to communicate with external stakeholders, agencies and students with conviction and clarity | Y |  | AIP |
| 11 | Ability to challenge staff and students of all backgrounds and encourage reflective decision making | Y |  | AI |
| 12 | Ability to work in an environment of change, contributing and adapting to new ways of working | Y |  | AI |
| 13 | Well-developed ability for problem solving and decision making | Y |  | AIP |
| 14 | Proficient in use of IT systems and solutions  | Y |  | AI |
| 15 | Creative problem-solving ability | Y |  | AI |
| 16 | Resilient and positive  | Y |  | AI |
| 17 | Professional appearance | Y |  | AI |

Key to assessment methods:

A = Application

I = Interview

P = Presentation

MT = Micro Teach session