

Post Title	<b>Assistant SENCO</b> TLR2B (£5026 *pay award pending)
Purpose	To support and facilitate learning, enabling students to achieve to their individual potential.
Reporting to	Head of Inclusion (SENCO)
Specific Responsibilities	<ul style="list-style-type: none"> <li>• To support the leadership of the Inclusion Faculty, deputising for the SENCO as required</li> <li>• To lead the provision of all taught interventions delivered by the Inclusion Faculty</li> <li>• To oversee the programme of screening and initial assessment of students</li> <li>• To analyse the outcomes of screening and assessment, providing advice to teachers and leaders about next steps</li> <li>• To liaise with staff about the strategies delivered in taught interventions that can be built on in subject lessons and other settings</li> <li>• To lead the deployment of LSAs and Learning Mentors when working within the Inclusion Faculty</li> <li>• To monitor the progress of SEN students within the taught intervention programmes</li> <li>• To contribute to the shared knowledge about individual students and advise the SENCO with regard to the SEN Register</li> <li>• To communicate with parents/carers and external agencies with regard to assessment information, provision and steps for success</li> </ul>
TLR Responsibilities	<ol style="list-style-type: none"> <li>1. To lead curriculum development and teaching &amp; learning initiatives to improve the quality of provision.</li> <li>2. To effectively lead and manage the team making appropriate use of delegation.</li> <li>3. To contribute to the formulation, implementation and evaluation of the Faculty Improvement Plan</li> <li>4. To be responsible for the recording &amp; analysis of assessment data to set targets and boost student performance.</li> <li>5. To monitor student achievement and ensure strategies are in place to address underachievement.</li> <li>6. To monitor the quality of provision within the Inclusion Faculty and take appropriate steps to ensure a high standard of provision is in place.</li> <li>7. To ensure schemes of work and appropriate assessments are in place which adhere to school guidelines.</li> <li>8. To carry out the performance management of members of the team and oversee any delegated responsibility for this.</li> <li>9. To take responsibility for the inductions of new staff and the ongoing professional development of members of the team.</li> <li>10. To actively contribute to whole school priorities, curriculum planning and the formulation of the school development plan.</li> <li>11. To support the team in managing student behaviour and setting high standards.</li> <li>12. To support the work of the SENCO/Head of Inclusion</li> </ol>
Responsibilities	<ol style="list-style-type: none"> <li>1. To prepare and deliver lessons which follow departmental schemes of work and meet the needs of individual students.</li> </ol>

<p>of a classroom teacher (relates to students taught)</p>	<ol style="list-style-type: none"> <li>2. To assess, monitor and report students' progress according to departmental and school policy.</li> <li>3. To record and use data on students prior and ongoing performance/learning to inform effective target setting and lesson planning and enable students to fulfil their potential.</li> <li>4. To contribute to all developmental and organisational priorities within the departmental development plan.</li> <li>5. To share and support the whole school responsibilities for providing opportunities for the personal and social development of students.</li> <li>6. To follow all departmental policies and procedures.</li> <li>7. To keep team leader informed of any issues which could lead to student under-performance.</li> <li>8. To ensure learning support staff are able to effectively fulfil their role in supporting the learning of students.</li> <li>9. <b>To lead and advise with regards to an aspect of the curriculum, demonstrating a thorough and up to-date knowledge taking into account wider curriculum developments.</b></li> <li>10. <b>To be a role model for good practice in teaching and learning, sharing this expertise with other staff and supporting them to improve their skills.</b></li> </ol>
<p>Responsibilities as a form tutor (relates to students in the tutor group)</p>	<ol style="list-style-type: none"> <li>1. To monitor and respond to issues regarding attendance following school guidelines in conjunction with the school attendance officer.</li> <li>2. To use all data/information received to monitor and support the overall progress, development and well-being of students.</li> <li>3. To listen and take action on pastoral issues as they arise.</li> <li>4. To keep the Head of Year fully informed of issues which could affect student achievement.</li> <li>5. To complete yearly reports according to school guidelines.</li> <li>6. To support the personal and social, moral, spiritual and cultural development of students.</li> <li>7. To follow pastoral policies and procedures.</li> <li>8. To liaise with parents.</li> </ol>
<p>Responsibilities as a member of staff</p>	<ol style="list-style-type: none"> <li>1. To ensure an appropriate individual response to whole school priorities.</li> <li>2. To support the personal and social development of students within the school.</li> <li>3. To engage actively in the Performance Management.</li> <li>4. To implement all school policies.</li> <li>5. To attend all directed time meetings.</li> <li>6. To pay due regard to Health and Safety in respect of all members of the school community and report matters which compromise this, appropriately.</li> <li>7. <b>To be a role model to other staff in all areas of school life.</b></li> </ol>
<p>Personal Qualities:</p>	<ol style="list-style-type: none"> <li>1. To be committed to the principles of comprehensive education and equal opportunities and specifically to the ethos of Magdalen College School.</li> <li>1. To be prepared to work across the age and ability range.</li> <li>2. To be committed to team work within all aspects of the school.</li> <li>3. To be proactive in terms of furthering their professional knowledge and skills.</li> <li>4. To be punctual for all commitments.</li> <li>5. To be professional in the way that they carry out all aspects of their role and in their relationships with all members of the school community.</li> </ol>