Job Description

JOB TITLE	Assistant SENDCo (non-teaching)
JOB FAMILY	Education Support
PHASE	Secondary
REPORTING TO	SENCO

Job Purpose

To support the SENDCo with the day-to-day coordination, implementation and review of special educational needs and disabilities (SEND) provision across Brixham College. The postholder will coordinate an allocated SEND caseload, work collaboratively with teaching and support staff to promote consistent provision, and provide accurate information to inform SENDCo decisions. The role is focused on practical coordination and support rather than line management or strategic leadership.

This is a non-teaching support staff role. The postholder acts under the direction of the SENDCo and does not replace the school's designated SENDCo or assume the SENDCo's ultimate statutory and strategic accountability.

Duties and Responsibilities

Operational coordination and SEND casework

- Manage an allocated caseload of students receiving SEND support and/or with EHCPs, maintaining regular contact with families and relevant staff.
- Coordinate Assess, Plan, Do, Review cycles, ensuring needs, outcomes, interventions and review dates are clearly recorded and acted upon.
- Support identification and referral processes, including Expressions of Concern, ensuring graduated response evidence is gathered before escalation.
- Maintain accurate SEND records, provision maps, student profiles and review trackers in line with college systems and data protection requirements.

EHCP provision and statutory processes

- Coordinate preparation for annual reviews, including gathering student and parent views, staff advice, progress evidence and recommendations.
- Track delivery of provision specified in Section F of EHCPs; identify gaps promptly and escalate them to the SENDCo.
- Support evidence gathering for EHC needs assessments, consultations, transitions and local authority requests.
- Monitor statutory deadlines and ensure complete documentation is passed to the SENDCo for approval and submission as appropriate.

Inclusive teaching, adaptations and quality assurance

- Support staff to understand and consistently implement Inclusion Snapshots and targeted adaptations within mainstream lessons.
- Contribute to learning visits, student voice, work scrutiny and provision checks as directed by the SENDCo; report strengths, inconsistencies and actions.
- Liaise with subject leaders, teachers, Heads of Year and pastoral staff to address barriers to access, attendance, engagement and progress.
- Provide practical advice on ordinarily available provision, reasonable adjustments and inclusive classroom practice, escalating specialist matters as necessary.
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Interventions, inclusion bases and collaborative working

- Work with teaching assistants, HLTAs and teachers to share relevant student information, support consistent classroom approaches and gather feedback on intervention impact. Staff deployment, supervision and performance management remain with the relevant line managers.
- Work with colleagues overseeing The Harbour, nurture and specialist resource provision to promote purposeful learning and successful mainstream participation.
- Contribute to SEND staff induction and training activities as requested, sharing resources and good practice with colleagues without holding responsibility for their supervision or appraisal.
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Families, agencies and transitions

- Build constructive, timely and solution-focused relationships with parents and carers, including meetings and follow-up actions.
- Coordinate information sharing with educational psychologists, health professionals, alternative provision and local authority services, subject to appropriate consent and safeguarding arrangements.
- Support transitions into, within and beyond the college, including Year 6–7 and Year 11 post-16 planning for students with SEND.
- Ensure student voice and family views inform plans, reviews and adjustments.

Monitoring, reporting and improvement

- Analyse caseload and provision information, including attendance, attainment, engagement, suspensions and intervention impact, identifying emerging concerns.
- Provide accurate updates, action trackers and evidence for SENDCo reporting, reviews and improvement priorities.
- Contribute to SEND self-evaluation and continuous improvement, identifying training needs and supporting agreed actions.

Safeguarding and professional responsibilities

- Promote the welfare, dignity, equality and inclusion of all students; follow safeguarding, child protection and reporting procedures without delay.
- Maintain confidentiality, secure records and appropriate professional boundaries.

- Work collaboratively across the college and Trust, uphold policies and undertake appropriate professional development.
- Carry out other reasonable duties consistent with the grade and purpose of the role as directed by the SENDCo or Principal.

Role Boundaries and Accountability

The SENDCo retains responsibility for strategic SEND leadership, statutory oversight, professional decisions, staff line management and final approval of relevant submissions. The SEND Coordinator supports, coordinates, monitors and makes recommendations under the SENDCo's direction; the role has no formal staff supervision, deployment, appraisal or performance-management responsibilities.

Person Specification – Summary

- Essential: substantial experience supporting students with SEND in a secondary or comparable educational setting; strong knowledge of the graduated approach and EHCP processes; excellent organisation, communication, record-keeping and safeguarding practice.
- Essential: ability to coordinate caseloads, support colleagues constructively, analyse information and build positive relationships with families and professionals.
- Desirable: relevant SEND qualification or specialist training; experience coordinating annual reviews, contributing to staff training, working collaboratively with teaching and support staff, and evaluating interventions.
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Generic Duties relevant to all members of Staff

The Trust

- The ethos of our Trust is "Transforming Life Chances". All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust's visions and aims. All staff should act with professional integrity at all times, following the "Code of Conduct".
- You will be based at Brixham College. However, you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

Teaching and Learning

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

ICT

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.
- All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety at Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Safeguarding Lead.

Equal Opportunities

- To actively promote the Trust's Equal Opportunities Policy and observe the standard of conduct which prevents discrimination taking place, maintaining awareness of and commitment to Equal Opportunity Policies in relation to both employment and service delivery.

Data Protection

- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach, they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

I understand and agree to the job description of a SEND Coordinator (Non Teaching).

Name: Signed: Date: