

JOB DESCRIPTION



Job title:	SEN Administration Assistant
Line Manager:	Senior Leadership Team Inclusion Lead
Scale:	CAN 19-23
Hours per week:	36*
Days per year:	200 working days (188 term time days plus 2 staff preparation days at the beginning of the academic year, plus 10 additional days (72 hours)). <i>*1 additional hour per week to be worked during term time (38 weeks) and taken from non term time paid days.</i>

Working Hours:

Term time plus staff prep days (i.e. 38 weeks): hours to be 7.45am - 3.45pm three days per week and 7.45am - 3.30pm two days a week, inclusive of an unpaid 30 minute break.

The working day is from 8 am to 4 pm during the holiday periods regardless of the day worked.

In addition, there will be 34 hours that should be used for extra hours to be used as agreed with your line manager at the end of the school day and/or non-term time workdays and/or for evening events such as Open evening, e.g. 4 hours to support Open Evening and 4 days out of term time.

Purpose of post

To support your line manager in the smooth and efficient running of SEND support within the school and Autism base. This would include:

GENERAL SUPPORT

- Providing clerical and administrative support; this would include drafting letters or emails under instruction (including overseeing the administration of the suspension or exclusion related paperwork as requested for students with EHCPs) as well as initiating or collating round robins and other updates on student progress to feed into reviews: e.g. Reviews for Children who are Looked After
- Liaising with the main office to ensure that outgoing main school communications to a year group can be mirrored in Horizon as appropriate; this to include liaison regarding option choices and parents' events.
- Providing support for contact or liaison e.g. making phone calls to pass on information, gather updates, or taking information and ensuring these are promptly passed on and recorded as per procedures
- Supporting meetings administration including meetings with parents/carers of children with SEND; this may include re-integration meetings e.g. through circulating of invitations, booking rooms, agendas, notes, minutes, updating of staff re arrangements or changes
- Assisting in the compilation and production of reports, records and data as may be required.
- Monitoring group email boxes and overseeing the implementation of an agreed calendar for various actions
- Carrying out such additional duties as may be reasonably required from time to time by the Head Teacher or Senior Leadership team

SEND RELATED SUPPORT:

- After initial training, being confident in the use of Arbor, CPOMS, Provision Maps and other relevant software and to attend other training as required
- To liaise with the AP/EP, therapists or other external professional regarding visits, sharing of target sheets/reports or work with students as requested.
- Liaison with Year teams and the SEN Leadership to ensure that students with SEMH needs have suitable programmes of support.
- Meeting with parents regarding individual students' progress, focusing on those with EHCP, and contributing to annual reviews where practical.
- To oversee catch up progress, discussing outcomes with the SENCo and Leadership line manager, and implementing further action as instructed by the SENCo.
- To observe students in lesson and provide written record of observations and suggested next steps or strategies that will support students.
- To take part in whole school quality assurance procedures e.g. observations, book scrutiny, SEN register scrutiny, student feedback.
- Attending school events, where needed, to provide information or answer queries relating to SEN.
- Undertaking lunchtime duty or activity (outside your designated lunchtime).
- To take responsibility for maintaining SEN records, including the updating of provision maps under the instruction of the SEN Leadership Team, the SEN register and making notes of any outside agency communications, parental communications etc, this includes the logging of interventions to support student progress.
- Logging and noting interventions and other information as requested on the relevant software.
- Assist in the processing of student consultations and all relevant paperwork and any referrals to external agencies
- Supporting in the organisation of Annual Reviews for students with EHCPs, Team around the Child and Team around the Family meetings for students on SEND Support; this will include taking notes of the meeting and typing them up in a timely manner
- Supporting the transition process including, arranging parent visits and tours, contacting new parents/carers under the instruction of your line manager, supporting the organisation of SEN additional student days, attending transition handover meetings and imputing information gathered into an accessible format for the transition lead, your line manager, SEN Leadership Team and supporting the creation of new Pupil Passports and SEND Support plans.
- Liaising as requested with SEN transport
- Developing and maintaining a system of resource distribution to students which ensures effective use of resources and safekeeping of resources, such as laptops, C-pen readers and other forms of assistive technology
- Managing stock levels for the SEN Team and process orders of stock as requested
- Managing the responses to referrals, logging key dates, flagging up to your line manager where no timely response is received.

SEN TIMETABLES AND SEN TEAM SUPPORT:

- To ensure that the SEN support timetable is up to date, liaising as requested to ensure any gaps filled and noted
- Organising the daily SEN cover person and make arrangements for daily cover for Horizon teachers or members of the SEN support team
- Liaising with members of the SEN support team, as needed, to ensure that they know and understand any changes in timetable when requested

- Being a first port of call for routine enquiries regarding administrative processes, meetings etc, referring onto line managers where required
- Leading meetings with the SEN team to pass on administrative information or changes to the working day, as requested
- Supporting and monitoring on a daily basis the SEN referral process and ensuring follow up actions have been made in a timely manner
- Supporting the administrative arrangements for interviews for vacant posts
- Supporting induction for new SEN staff as requested by your line manager e.g. taking tours, or showing how administrative systems operate
- Taking part in social time duties as needed, interacting positively with students and/or provide short term individual student supervision as requested

GENERAL

- To attend, where appropriate, whole school events
- To be aware of and comply with school and Trust policies and procedures
- To attend relevant meetings as required
- To participate in training and other learning activities and performance management as required
- To carry out other duties as may be reasonably requested by the Senior Leadership Team/Line Manager

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed.

PERSON SPECIFICATION

SEN Administration Assistant



At Oaks Park High School, SEN support encompasses mainstream provision and support within the specialist base for students with ASC (Autistic Spectrum Condition).

The SEN Administration Assistant will thus be expected to work closely with both teaching and support staff at all levels as well as with parents/carers, pupils and external agencies. This is an interesting and varied role that involves working closely with your line manager, the Trust SENCO and other senior staff.

The SEN Administration Assistant will thus need the following qualities:-

- Good communication skills, both verbal and written
- Ability to manage a varied workload, ensuring deadlines are met
- Good organisational and time management skills
- Ability to form good working relationships with parents/carers and colleagues
- An ability to work well with students in any interactions with them, including a willingness to learn an awareness of their particular needs
- Adaptability and flexibility in working practices
- Ability to set standards and apply them consistently
- A high degree of professionalism
- An ability to present a good role model to pupils and staff
- A good level of computer literacy plus a willingness to learn
- The confidence to take part in social time duties and interact positively with students and/or provide short term individual student supervision as requested

In addition, successful experience in managing a busy working environment and/or providing administrative support is also required.

Training in school systems and practices will be provided both prior to the post being undertaken and during service.