

# CANDIDATE PACK

Assistant SENCo



Start date:  
ASAP

Location:  
The Ridge,  
Hastings,  
East Sussex  
TN34 2AE

# About Us

At East Sussex Academy we aim to ensure continuity and care for pupils during this transition, as we begin an exciting journey of improvement. We are committed to delivering high quality education for pupils, many of whom have had challenging experiences in mainstream settings and need support and encouragement to access learning. Ahead of the school's transfer into LSEAT (at which point it will officially become East Sussex Academy) we are already implementing some bespoke provision and services to support young people and schools across the county.





# About the Trust

Our school is part of London South East Academies Trust - a multiacademy trust sponsored by London South East Colleges. In 2024 the Trust was formally recognised and awarded as the TES Small Trust of the Year.

Our vision is to create a future where every child, in every school, can flourish every day.

- Give all children an inspirational school offer
- Ensure the educational achievement of every child and young person entrusted to us.
- Have a relentless focus on accelerating learning
- Reward ambition and high aspirations through all of our schools

Read more on the trust website:  
[LSEAT.co.uk](https://LSEAT.co.uk)

# Job Description

**Job title: Assistant SENCo**

**Salary: H20 to H25 on the LSEAT Harmonised Payscale**

**Contractual Hours: 32.5 hours a week**

**Position Status: Permanent**

## About our Vacancy:

We are seeking an exceptional and inspiring Assistant SENCO to join East Sussex Academy, Hastings.

The successful candidate will demonstrate a clear passion for inclusive education and a strong commitment to improving outcomes for pupils with special educational needs and disabilities. They will be a highly motivated and reflective practitioner, able to work collaboratively with staff, pupils, families and external agencies to create a positive, calm and nurturing environment in which all learners can thrive.

You will play a key role in supporting the identification and assessment of pupils' needs, contributing to the development and implementation of effective interventions, and working closely with teaching staff to adapt provision and promote inclusive practice across the school.

We are looking for a resilient and compassionate individual who can build strong relationships, model excellent practice, and support the SENCO in ensuring high-quality provision, consistent approaches, and a culture of high expectations for all pupils.

We are the newly commissioned Alternative Provision in East Sussex for pupils who have been permanently excluded from school or are at high risk of permanent exclusion.

Our school is based across three sites: this post is for our Hastings site.

We are looking for enthusiastic, kind, caring, resilient and dedicated people to join our team.

We will offer induction training for new staff and provide ongoing CPD for our team in order to ensure we are at the forefront of educational thinking, with the children at the heart of all we do.

We are committed to safeguarding children; successful applicants will be required to undertake an enhanced DBS check.

# Job Description

## Main purpose of the role:

To work closely with the Headteacher, SENCO, Deputy Headteacher and colleagues within the statutory frameworks and the Special Educational Needs (SEN) policy and oversee the day-to-day operation of that policy with the aim of identifying needs and raising SEN pupil achievement.

## Key Tasks:

- Coordinate the preparation of information of SEN pupils for all staff and support all staff in understanding the needs of SEN pupils. This includes liaising with previous schools the pupils have attended
- Compile, review and regularly update SEN registers, liaising with teachers and senior leaders
- Implement, monitor and track progress and inclusion of students on the SEN register via provision maps and data and use the results to guide further improvements.
- Communicate with staff both verbally and written informing them of any changes or updates regarding SEN pupils.
- Identify pupils with specific learning difficulties and test where appropriate using the relevant testing.
- Liaise with the SENCO, senior management, teachers, support staff, parents, external agencies and other schools to ensure that individual pupils SEN needs are met and that the requirements of EHCPs are met.
- Assist the SENCO with preparing the paperwork for annual reviews of children with EHCPs and when necessary to hold reviews.
- Manage referrals to outside agencies including Speech and Language, Children's Services, Educational Psychologist etc.
- Take responsibility, as directed by the SENCo for support, monitoring and development of the Teaching Assistants and INAs in the SENCo's absence.



- Under the direction of the SENCo, organise Teaching Assistant support throughout the school.
- Under the direction of the SENCo, organise 1:1 and small group withdrawals for SEN and statemented pupils.
- Identify pupils to take part in intervention programmes and to monitor the progress and feedback results to the SENCO and senior management.
- Attend meetings to inform staff of provision for SEN pupils and their progress.
- Support transition of pupils into the setting and onto their next school/setting by attending meetings which include pupils, parent/carers and staff from the transferring schools/settings.
- Abide by and work towards all the policies within the school e.g. Health and Safety.



# General Requirements

**Safeguarding:** Demonstrate a clear commitment to safeguarding and promoting the welfare of children and young people, adhering to all policies and statutory guidance, and reporting concerns promptly in line with our procedures.

**Equity, Diversity and Inclusion:** Promote an inclusive culture that values diversity, ensures equality of opportunity, and challenges discrimination in all its forms.

**Health and Safety:** Take reasonable care for your own health and safety and that of others, complying with all relevant policies, procedures and risk assessments.

**STARS Values:** Consistently model and promote our STARS values, contributing positively to our culture and reputation.

**Sustainability:** Support our commitment to environmental sustainability through responsible use of resources and sustainable working practices.



# What we offer

- Friendly, enthusiastic, delightful pupils and students who teach us something new every day
- A committed and caring staff team who support and develop each other
- A proactive and supportive SLT who are actively mindful of workload
- A collaborative approach to planning and problem-solving
- A comprehensive induction and an ongoing extensive CPD programme
- Opportunities to develop your skills and talents
- Small class sizes with high staff/pupil ratio
- Free parking on site
- Advantages of belonging to a multi-academy trust, e.g. discounts on gym and wellbeing services, access to free and confidential Occupational Health and Employee Assistance Programmes
- Excellent Pension Schemes - Including employer contributions to the Teachers' Pension Scheme, Local Government Pension Scheme, or Nest.
- Professional Development - Access to high-quality training, leadership development, and career progression opportunities
- Employee Assistance Programme - Providing free, confidential support.
- Travel Support - annual season ticket loan and cycle-to-work scheme.
- Well-being and Lifestyle Benefits - including access to gym discounts, discounts in our in-house college restaurant, and reduced-price hair and beauty treatments.
- Free Onsite Parking - available at our schools.
- Free mortgage and financial advice - Get 15% off wills with Radnew and Mortgages.

# Person Specification

| Education and Qualifications                                                                                                            | Essential | Desireable |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------|------------|
| QCF level 2 in Maths and English or ability to pass assessment at interview                                                             | ✓         |            |
| Knowledge and Experience                                                                                                                | Essential | Desireable |
| Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour.                        | ✓         |            |
| Knowledge of the key factors that affect the way pupils learn.                                                                          | ✓         |            |
| Experience of working as a Teaching Assistant or equivalent experience of working with children or young people.                        | ✓         |            |
| Experience of using ICT to advance pupils' learning, and experience of using common ICT tools for own and pupils' benefit.              | ✓         |            |
| Experience of working in a range of educational settings                                                                                |           | ✓          |
| Specialist knowledge and experience e.g. in behaviour management, pastoral care, special educational needs or individual subject areas. | ✓         |            |

|                                                                                                                                                  |                  |                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------|
| Knowledge of the statutory frameworks and the SEN policy.                                                                                        | ✓                |                   |
| Knowledge of the Professional Standards for Teaching Assistants.                                                                                 | ✓                |                   |
| <b>Skills and Abilities</b>                                                                                                                      | <b>Essential</b> | <b>Desireable</b> |
| Ability to contribute effectively to teachers' planning and preparation of lessons.                                                              | ✓                |                   |
| Ability to contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests. | ✓                |                   |
| Ability to support teachers in evaluating pupils' progress through a range of assessment activities.                                             | ✓                |                   |
| Ability to monitor pupils' responses to learning and modify approach accordingly.                                                                | ✓                |                   |
| Ability to contribute to the maintenance and analysis of records of pupils' progress.                                                            | ✓                |                   |
| Ability to communicate effectively and sensitively with pupils to support their learning.                                                        | ✓                |                   |

|                                                                                                                     |   |  |
|---------------------------------------------------------------------------------------------------------------------|---|--|
| Ability to work collaboratively with colleagues as part of the school team.                                         | ✓ |  |
| Ability to guide the work of other adults in the learning environment.                                              | ✓ |  |
| Ability to liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning. | ✓ |  |
| Able to converse at ease with customer and provide advice in accurate spoken English.                               | ✓ |  |
| Ability to recognise and respond effectively to equal opportunities issues as they arise.                           | ✓ |  |
| Ability to monitor pupils' responses to learning and modify approach accordingly.                                   | ✓ |  |
| Ability to contribute to the maintenance and analysis of records of pupils' progress.                               | ✓ |  |
| Ability to communicate effectively and sensitively with pupils to support their learning.                           | ✓ |  |

| Drive and Ambition                                                                                     | Essential | Desireable |
|--------------------------------------------------------------------------------------------------------|-----------|------------|
| A commitment to the learning of all pupils.                                                            | √         |            |
| A commitment to improving own practice through observation, evaluation and discussion with colleagues. | √         |            |
| A commitment to the Education Department's Equality of Opportunities policy.                           | √         |            |

This section is to make you aware of any health & safety related functions you may be expected to either perform or to which may be exposed in relation to the post you are applying for. This information will help you if successful in your application identify any health-related condition which may impact on your ability to perform the job role, enabling us to support you in your employment by way of reasonable adjustments or workplace support.

| Function                                | Applicable to role |
|-----------------------------------------|--------------------|
| Using display screen equipment          | √                  |
| Working with children/vulnerable adults | √                  |
| Moving & handling operations            | √                  |
| Occupational Driving                    | √                  |
| Lone Working                            | √                  |
| Working at height                       | √                  |
| Shift / night work                      | √                  |
| Working with hazardous substances       | √                  |
| Using power tools                       | √                  |
| Exposure to noise and /or vibration     | √                  |
| Food handling                           | √                  |
| Exposure to blood /body fluids          | √                  |

# How to apply

If you wish to discover more about this exciting opportunity, request a copy of this candidate pack or an application form, please view our vacancies page [here](#).

