



Job Description and Person Specification

SEND ASSISTANT

Location:	School-Based
Hours of Work:	Monday to Friday, 08:15 to 16:00 Term Time plus Staff Directive Days
Salary:	£26,800 (Actual)
Line Manager:	Headteacher/Senior Leadership Team

First Steps Together Group is a growing and ambitious group of independent schools committed to transforming outcomes for children and young people through exceptional education, inclusive practice and high expectations.

Our schools provide highly supportive, inclusive and aspirational learning environments for pupils with a range of additional needs, including SEND, SEMH and complex presentations. We are committed to identifying and removing barriers to learning so that every pupil receives the personalised support they need to participate, progress and achieve.

We are seeking an organised, knowledgeable and committed SEND Assistant to join the SEND and Inclusion Team within one of our schools. Working closely with school leaders, teachers, therapists, families and other professionals, you will help coordinate high-quality SEND provision and ensure that support is planned, delivered, monitored and reviewed effectively.

This is an opportunity for someone who combines strong organisation and attention to detail with a genuine commitment to inclusion, pupil progress and positive outcomes for children and young people with SEND.

Role Overview

The SEND Assistant is a key school-based member of the SEND and Inclusion Team, responsible for coordinating the day-to-day implementation of SEND provision and supporting consistently high-quality inclusive practice.

The postholder will maintain oversight of SEND records, pupil targets, intervention programmes, provision mapping and evidence of progress. They will help ensure that SEND Support, EHCP provision and professional recommendations are translated into effective everyday practice and that records remain accurate, current and inspection-ready.

Working collaboratively across the school, the SEND Assistant will use pupil information, professional guidance and evidence of impact to support timely intervention, effective review and continuous improvement in SEND provision.

Core Purpose of the Role

To coordinate and strengthen the day-to-day delivery of SEND provision so that pupils receive personalised, evidence-informed support which removes barriers to learning and enables positive educational, social and emotional outcomes.

The role will support robust Assess-Plan-Do-Review processes, accurate SEND documentation, effective interventions and strong partnership working with pupils, families, colleagues and external professionals.

Key Responsibilities

SEND Coordination

- Coordinate the day-to-day implementation of SEND provision within the school.
- Maintain an accurate SEND register, ensuring pupil information is current and reflects individual needs.
- Coordinate the Assess-Plan-Do-Review process, ensuring targets are reviewed, updated and communicated to relevant staff.
- Support the identification of emerging SEND needs through observation, assessment information and collaboration with teaching staff.
- Ensure SEND Support Plans, pupil profiles and individual learning documentation are accurate, accessible and up to date.
- Monitor pupils moving onto, through and from the SEND register, ensuring continuity of support and accurate

documentation.

- Promote a culture of inclusion and high expectations for pupils with SEND.

Deliver Direct Pupil Support

- Provide regular one-to-one mentoring and structured small-group interventions.
- Support pupils to develop emotional literacy, communication, social interaction, self-advocacy, resilience and positive decision-making.
- Build consistent, nurturing relationships with pupils who may be anxious, dysregulated, resistant to support or affected by trauma.
- Adapt interventions to each pupil's age, stage of development, communication style and individual needs.
- Encourage pupils to recognise their strengths and take an active role in their own progress.

Assessment, Progress & Outcomes

- Collect, analyse and maintain accurate information relating to pupil attainment, progress, attendance, behaviour and wellbeing.
- Monitor progress towards SEND Support targets, individual learning goals and EHCP outcomes.
- Identify where progress indicates that additional support, intervention or review may be required and communicate this appropriately.
- Produce reports, summaries and evidence for pupil progress meetings, SEND reviews and leadership discussions.
- Maintain clear evidence of provision, impact and pupil outcomes to support informed decision-making.
- Contribute to evaluating the effectiveness of SEND provision through analysis of pupil progress and intervention impact.

Provision Mapping & Intervention Coordination

- Maintain and regularly review the school SEND Provision Map.
- Coordinate intervention programmes so that pupils receive timely and appropriate support.
- Monitor intervention attendance, engagement and impact using qualitative and quantitative evidence.
- Support staff to implement targeted interventions consistently and effectively.
- Review intervention outcomes and identify where strategies or provision may need to be adjusted.
- Ensure interventions are appropriately matched to identified pupil needs and targets.
- Monitor specialist resources and support their effective use.

Education, Health and Care Plans (EHCPs) & SEND Documentation

- Maintain accurate and up-to-date records for pupils with EHCPs and those receiving SEND Support.
- Support preparation for EHCP annual reviews by gathering evidence from teaching staff, therapists, intervention leads and other professionals.
- Collate progress data, intervention summaries, assessment information and evidence of learning for review meetings.
- Prepare documentation and reports for the SEND and Inclusion Team to support statutory processes.
- Attend EHCP annual reviews and SEND review meetings, contributing information on progress, provision and outcomes where appropriate.
- Support implementation of agreed actions and recommendations following reviews and meetings.
- Ensure classroom provision and interventions reflect EHCPs and relevant professional recommendations.
- Maintain organised, accurate and audit-ready pupil files.

Supporting High-Quality Inclusive Practice

- Work collaboratively with teachers to implement adaptive teaching strategies and reasonable adjustments.
- Support colleagues to understand and implement recommendations from EHCPs and professional reports.
- Promote inclusive classroom practice that enables pupils with SEND to access a broad and balanced curriculum.
- Support colleagues to develop effective strategies which remove barriers to learning.
- Model effective SEND strategies and approaches where appropriate.
- Contribute to staff development by sharing good practice and supporting SEND and Inclusion training activities.
- Champion high aspirations and positive outcomes for pupils with SEND.

Partnership Working

- Build positive and professional relationships with pupils, parents and carers.
- Provide appropriate information to families regarding SEND provision and pupil progress.
- Work collaboratively with school leaders, teachers, therapists and the wider SEND and Inclusion Team.
- Liaise with external professionals to gather information and support implementation of recommended strategies.
- Contribute accurate information to multi-professional meetings regarding pupil progress, provision and outcomes.
- Support effective communication between professionals involved in individual pupils.

Quality Assurance & Continuing Improvement

- Complete regular audits of SEND documentation, intervention records and pupil files to support accuracy and compliance.
- Monitor the quality and consistency of SEND provision across the school.
- Identify gaps in provision and contribute recommendations to improve pupil outcomes.
- Support evaluation of SEND interventions through evidence collection and impact analysis.
- Contribute to SEND self-evaluation and continuous improvement activity.
- Ensure SEND documentation remains accurate, compliant and inspection-ready.

Administration & Professional Development

- Maintain confidential pupil records in accordance with data protection and safeguarding requirements.
- Produce professional reports, evidence summaries and documentation within agreed timescales.
- Maintain specialist SEND resources and support the organisation of equipment, visual supports, AAC devices and intervention materials.
- Attend SEND meetings, training, INSET days and professional development activities.
- Keep up to date with relevant SEND legislation, guidance and evidence-informed practice.
- Promote inclusion, equality, respect and high expectations throughout First Steps Together.
- Undertake other reasonable duties commensurate with the grade of the post as directed by the SEND and Inclusion Team.

General Responsibilities

- Uphold First Steps Together's values and expected standards of professional conduct at all times.
- Promote and uphold safeguarding responsibilities, remaining alert to concerns and reporting or escalating them promptly in accordance with Group procedures.
- Comply with all relevant policies, procedures, statutory and regulatory requirements, including health and safety, confidentiality and data protection.
- Promote equality, diversity, inclusion and respectful professional relationships.
- Complete required training and maintain the knowledge and competence necessary for the role.
- Maintain accurate records and information as required.
- Undertake other duties reasonably required and commensurate with the nature and level of the role.

Success Criteria

A successful SEND Assistant will contribute to the following outcomes:

- SEND provision is well coordinated, consistently implemented and responsive to individual pupil need.
- SEND registers, provision maps, support plans and pupil records are accurate, current and inspection-ready.
- Pupil progress towards SEND targets and EHCP outcomes is routinely monitored and clearly evidenced.
- Interventions are appropriately targeted, regularly reviewed and adapted in response to impact.
- Teachers and support staff understand and implement reasonable adjustments, professional recommendations and agreed strategies consistently.
- EHCP annual reviews and other SEND processes are supported by timely, accurate and high-quality evidence.
- Relationships with pupils, families, colleagues and external professionals are constructive and focused on positive outcomes.
- The postholder contributes positively to an inclusive culture of high expectations and continuous improvement.

Person Specification

Criteria	Essential	Desirable
Experience supporting children or young people with SEND or additional needs	✓	
Experience maintaining accurate records, tracking information or coordinating pupil support	✓	
Understanding of SEND and inclusive practice, including reasonable adjustments and removing barriers to learning	✓	
Understanding of the Assess-Plan-Do-Review cycle and the importance of evidence-informed support	✓	
Awareness of EHCPs, SEND Support and the role of multi-professional working	✓	
Ability to analyse information, monitor progress and identify when support may need to change	✓	
Strong written communication, organisation and attention to detail	✓	
Ability to build positive professional relationships with pupils, families, colleagues and external professionals	✓	
Awareness of safeguarding, confidentiality, data protection and professional boundaries	✓	
Ability to work independently, prioritise competing demands and meet agreed timescales	✓	
Relevant Level 3 or higher qualification in education, SEND, childcare, health, psychology or a related field		✓
Experience working within specialist, alternative, therapeutic or independent education		✓
Experience contributing to EHCP annual reviews, SEND Support Plans or provision mapping		✓
Experience coordinating or evaluating targeted interventions		✓

Criteria	Essential	Desirable
Knowledge of current SEND legislation and statutory guidance		✓
Training or experience in autism, ADHD, communication, sensory needs, AAC or trauma-informed practice		✓

Personal Attributes

The successful candidate will demonstrate:

- A strong commitment to inclusion and high expectations for pupils with SEND.
- A calm, organised and solution-focused approach.
- Accuracy, reliability and a strong sense of personal accountability.
- Professional curiosity and confidence in using evidence to inform support.
- Empathy, patience and respectful communication with pupils and families.
- The ability to work collaboratively while maintaining appropriate professional challenge.
- A commitment to safeguarding, dignity and positive outcomes for children and young people.

What We Offer

- A rewarding role within a growing specialist education group.
- Competitive salary and term-time working.
- Comprehensive induction and ongoing support.
- Training and professional development in SEND, safeguarding and inclusive practice.
- Supportive leadership and a collaborative SEND and Inclusion Team.
- Opportunities for continued professional development and career progression.
- The opportunity to make a meaningful difference to children and young people with SEND.

Safeguarding Commitment

First Steps Together Group is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to pre-employment checks including an Enhanced DBS, satisfactory references, online checks and overseas police checks (where required).

The successful candidate will be expected to demonstrate a strong commitment to safeguarding, inclusion and the wellbeing of children and young people at all times.