

JOB DESCRIPTION

Post: Deputy SENCO

Reporting to: Assistant Head Teacher – Inclusion & SENCO

Salary: Main/Upper Pay Scale plus TLR1A



General professional Responsibilities:

You are required to carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document. You are required to carry out these duties in accordance with any relevant policy documents adopted by the academy and any division of teaching responsibilities that are from time to time decided.

The post holder will:

- Be a role model for all those who work within the department / responsibility
- Have sound pedagogy and methodology
- Monitor and evaluate teaching and learning outcomes across the department
- Be effective in self-evaluation
- Undertake lesson observations within the department in accordance with the academy's published performance management structure and at other times where appropriate
- Have regard to the ambiance and climate of learning in the classroom(s)
- Have high expectations of students and other staff in the discharge of duty
- Share responsibility for own and others' professional development
- Keep up to date with subject knowledge, including pedagogy, inspection or research findings
- Promote and develop the use of ICT to further learning across the department/academy in accordance with whole school policies.
- Analyse data in such a way as to inform learning outcomes.
- Ensure all academy policies which relate to teaching and learning are embedded across the department.
- Ensure schemes of work and all appropriate documentation is in place through the department/academy.
- Have an overview which seeks to ensure that the needs of all students are met (including the management of behaviour and its impact on learning).
- Have regard to educational enhancement e.g. for those identified as gifted and/or talented.
- Be responsible for and accountable for student outcomes across all key stages in their particular subject.
- Show commitment to effective team working.
- Demonstrate an ability to motivate and empower others.
- Be constantly committed to raising standards.

Whole School

- Contribute to the development of whole school policies as and when appropriate
- Contribute to the development of the academy's distinctive religious values
- Support the academy ethos and its policies
- Seek to secure the commitment of others to the common purpose, vision and values of the school

Performance Management

A key responsibility for the post holder will be the line management of Teaching assistants. This will entail:

- Setting challenging objectives for the department which reflect those identified in the School Improvement Plan and other documentation
- Challenging poor performance and contributing to the development of strategies for improving performance.

Specific Responsibilities:

Principal purpose:

- To support the SENCO cross-academy to ensure high quality provision for all SEN students.
- To monitor the progress of all SEN students in order for them to make accelerated progress.
- To work as part of a team and participate in activities that support the improvement priorities of the academy.
- To be an advocate for SEN students.

Main Duties:

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. The postholder has a key role to play in developing and implementing the academy's SEN and Disability Policy. In particular, his/her key role is to oversee the daily management of the academy's inclusive provision. The Deputy SENCO has a duty to promote approaches that raise the quality and achievements of inclusive education for all students. In particular the teacher will be responsible for the daily management of provision for students who experience difficulties in managing a main stream environment.

She/he should:

- contribute to the development of a positive inclusive ethos
- support staff in understanding the learning needs of a diversity of students
- assist in the monitoring and evaluation of the effectiveness of intervention programmes
- contribute to, attend and complete all administrative work involved in annual reviews
- liaise with external agencies

Teaching and Learning:

The Deputy SENCO will have a key role to play in the development of effective approaches that assist students to overcome barriers to learning.

She/he should:

- be able to teach across the secondary age range
- be able to develop and adapt teaching methods to meet the individual needs of students
- contribute to the identification of effective inclusive teaching and learning approaches
- work with students, HLTA's, LSA's teaching and pastoral staff to ensure realistic inclusive expectations of achievement are set
- to deliver training for staff
- monitor the effective use of resources, appropriate teaching and learning activities and target setting to meet the needs of a diversity of students
- to develop students' study skills to support independent learning
- to meet with parents/carers to discuss intervention programmes

Specific to the Deputy SENCO role:

- Support the SENCO to oversee the preparation of paperwork for Annual Reviews and running these meetings.
- Organise and oversee all referral paperwork including responding to and following up queries
- Manage SEND Staff in the deployment of Co-Educators and the delivery of interventions
- Organise and co-ordinate interventions provision for all SEND students.
- Collaborate closely with teaching staff and the pastoral team in order to achieve effective provision.
- Maintain the SEN register and other records in line with the Code of Practice.
- Support the SENCO with access arrangements assessments and completion of paperwork including Form 8s.
- Attend progress meetings with parents/carers for students on the SEN register.
- Provide support to students including those with learning, emotional, behavioural, communication, social, sensory or physical difficulties.
- Liaison with outside agencies

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

This job description will be reviewed on an annual basis and following consultation with the postholder, may be changed to reflect or anticipate changes in job descriptions which are commensurate with the job title and TLR grade.

Person Specification: Deputy SENCO

	Essential	Desirable
Qualifications	Qualified Teacher status.	Evidence of continuous INSET with particular reference to improvements in teaching and learning across SEN National Award for SEN Co-ordination Dyslexia training/qualification Access Arrangement qualification
Experience	The Deputy SENCO should have experience of: <ul style="list-style-type: none"> - Teaching across all key stages including GCSE. - Proven track record of outstanding practice in the classroom and outcomes for young people - Work with colleagues in teams and across a school - Working alongside other teachers in the development of learning - Continuing professional development 	Experience of SEN provision map (Costing) At least 1-year experience in a SEND Department. Setting targets, monitoring progress and interventions and evaluating their impact Training other teachers/LSAs
Knowledge and Understanding	The Deputy SENCO should have knowledge and understanding of: <ul style="list-style-type: none"> - An understanding of the SEN Code of Practice (2005) - Curriculum and pedagogical issues related to student achievement, performance and the development of thinking skills - The importance of building and sustaining teams - Behaviour management techniques for groups and individuals - National curriculum changes that could impact on students at all key stages 	Strategies for intervening with students who are at risk of underachieving as well as those who need further academic stretch
Skills	The Deputy SENCO will be able to: <ul style="list-style-type: none"> - Make consistent judgements based on careful analysis of available data as evidence - Be an excellent classroom practitioner - Have good data analysis skills with the ability to synthesise the information in reports and for departmental intervention action - Have good communication skills, both written and oral - Have good presentation skills with the ability to enthuse and motivate others - Have good organisation skills. 	Confident in the use of information and communication technology. Good influencing and negotiation skills.
Personal Characteristics	<ul style="list-style-type: none"> - Ability to support the Catholic ethos of the academy - Willingness to share expertise, skills and knowledge - Sensitivity to the aspirations, needs and self-esteem of others - Commitment to team working - Willingness to address challenging issues with clarity of purpose and diplomacy. 	