

JOB DESCRIPTION	
SCHOOL	Eastchurch
JOB TITLE	Deputy Headteacher and SENDCo
GRADE	Leadership Pay Scale
REPORTS TO	Headteacher/Governors
DATE	April 2025

### Job purpose

The DEPUTY HEADTEACHER, under the direction of the headteacher, will take a major role in:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives

If the headteacher is absent, the deputy headteacher will deputise, as directed by the governing body.

As the SENDCo, under the direction of the headteacher, you will work together with the EYFS SENDCo to:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents or carers and other agencies
- Remain updated on HNF legislation, reporting to the Headteacher on these changes, outcomes and implications for practice and provision
- Complete SEND reports for Governors as requested by the Headteacher and attend Governor meetings in order to support the Headteacher

You will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

### Qualities

The deputy headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils

## **Duties and responsibilities**

### **School culture and behaviour**

Under the direction of the headteacher, the deputy headteacher will:

- Work alongside the senior leadership team (SLT) and other staff members to create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils, and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

### **Teaching, curriculum and assessment**

Under the direction of the headteacher, the deputy headteacher will:

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read

### **Organisational management and school improvement**

Under the direction of the headteacher, the deputy headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Manage staff with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Allocate financial resources appropriately, efficiently and effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

### **Professional development**

Under the direction of the headteacher, the deputy headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs

### **Governance, accountability and working in partnership**

Under the direction of the headteacher, the deputy headteacher will:

Understand and welcome the role of effective governance, including accepting responsibility

Ensure that staff understand their professional responsibilities and are held to account

Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Work successfully with other schools and organisations

Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

#### **Other areas of responsibility as SENDCo**

- Develop a good working relationship with the EYFS SENDCo
- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
- To consult and liaise with staff, parents and carers, external agencies and appropriate professionals to subsequently apply for extra funding to support pupils as necessary
- Maintain an accurate SEND register and provision map and ensure records are maintained and kept up to date
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Review the education, health and care plan with parents or carers and the pupil
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

The employee is expected to undertake any other duties which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the Headteacher.

The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment and work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.

The employee is expected to show a commitment to promoting the ethos and values of the school, as well as the wider trust.

This job description may be amended at any time following discussion between the head teacher and member of staff and will be reviewed annually.

**Person specification: Deputy Headteacher and SENDCo**

CRITERIA	QUALITIES	ESSENTIAL/DESIRABLE
<b>Qualifications and training</b>	Qualified teacher status Degree National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment [note: this is a requirement under the SEND Code of Practice]	Essential Essential Essential
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful leadership and management experience in a school</li> <li>• Teaching experience</li> <li>• Involvement in school self-evaluation and development planning</li> <li>• Demonstrable experience of successful line management and staff development</li> </ul>	Desirable Essential Desirable Desirable
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Data analysis skills, and the ability to use data to set targets and identify weaknesses</li> <li>• Understanding of high-quality teaching, and the ability to model this for others and support others to improve</li> <li>• Understanding of school finances and financial management</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to communicate a vision and inspire others</li> <li>• Ability to build effective working relationships</li> <li>• Sound knowledge of the SEND Code of Practice</li> </ul>	Desirable Essential Essential Essential Essential Essential Essential
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>• Problem-solving abilities</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position</li> </ul>	Essential Essential Essential Essential

Print name (Employee): .....

Signed (Employee): ..... Dated: .....

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Signed (Headteacher): .....

Dated: .....

