

## **JOB DESCRIPTION – DEPUTY SENCO KS3**

### **Job details**

- **Reporting to:** Assistant Headteacher – SENCO
- **Teaching commitment:** Deputy SENCo KS3, Teaching 0.6

### **MAIN PURPOSE**

This is a multi-responsibility role, and the purpose is summarized as:

### **DEPUTY SENCO (KS3)**

To support the Assistant Headteacher- SENCO in leading and managing the provision for students with Special Educational Needs and Disabilities (SEND) specifically in relation to KS3, ensuring that inclusive and effective support strategies are in place to enable all students to reach their potential. The Deputy SENCO KS3 will assist in coordinating interventions, supporting staff development, and liaising with parents and external agencies as required within KS3.

### **SENCO DUTIES AND RESPONSIBILITIES**

- Assist in the strategic development of SEND provision across the school in collaboration with Assistant Headteacher- SENCo. With a specific focus on best practice for KS3 learners.
- Support in the coordinated approach to identification, assessment, and monitoring of students with SEND at KS3.
- Contribute to the development, implementation, and evaluation of Education, Health, and Care Plans (EHCPs) and SEN support plans for learners in KS3.
- Ensure the school remains compliant with SEND legislation, including the SEND Code of Practice.
- Support the development of inclusive teaching strategies and interventions. Provide guidance to colleagues on teaching students with SEND and provide advice to the graduated approach to SEND support for those in KS3.
- Work with other schools, educational psychologists, health and social care professionals and other external agencies as required in relation to those in KS3.
- Uphold the school's values and commitment to inclusion.
- Contribute to whole-school initiatives that promote equality, diversity, and student well-being.
- Analyse assessment data for students with SEND as required for those in KS3.
- Support with leading LSA/HLTA working with students with SEND in KS3 as required.

### **Teaching & Learning Support:**

- Work alongside teachers to develop differentiated and inclusive teaching strategies in relation to SEND learners in KS3. To collaborate and collate evidence as required as part of quality assurance. This will include work scrutiny, intervention data and whole school information required by the Assistant Headteacher-SENCo.
- Oversee targeted interventions for students in KS3 with SEND.
- Support the transition process for students with SEND, ensuring smooth progression between key stages, especially KS3 to KS4 and option choices.

### **Liaison & Communication:**

- Act as a key contact for parents and carers, ensuring effective communication about SEND support in collaboration with colleagues (SEND ADMIN and ASSISTANT SENCO) in relation to KS3 students.

- Work collaboratively with external agencies, such as educational psychologists, speech and language therapists, and local authority SEND teams with relation to KS3 students as required.
- Monitor and review the accurate record keeping of student progress, interventions, and support plans for KS3 SEND learners.

#### **Training & Development:**

- Support in delivering CPD (Continuing Professional Development) sessions to staff on SEND-related topics as required.
- Keep up to date with developments in SEND education, sharing best practices within the school. Disseminate materials and advise on practice, research and CPD provision.
- Contribute to the professional development (and performance management where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice. (e.g. coaching, mentoring, induction).

### **TEACHING DUTIES AND RESPONSIBILITIES**

- To prepare and teach lessons that fulfil the planned curriculum and meet the needs of all students in your teaching groups
- Set clear and high expectations of students in line with the aims of the school
- Plan, resource and teach lessons, using available data on individual students to meet the needs of all in the class
- Set, mark and assess work to be carried out by students in lessons and as homework
- Record, track and monitor the progress of individual students and complete reports as required
- Communicate with parents re students' progress and attend parents' evenings related to the classes taught
- Maintain good order and discipline among students and safeguard their wellbeing both in school and in authorised school activities elsewhere
- Create a stimulating learning environment and be responsible for maintaining health and safety within it
- With others as appropriate, prepare courses of study, teaching materials and teaching programmes that meet the requirements of exam specifications
- Participate in meetings relating to the department's responsibilities and development
- As a tutor, to provide pastoral and academic support to a group of students
- Build students' responsibility for high standards of work, behaviour, attendance, uniform and punctuality
- Register the attendance of students and implement the school's attendance policy to follow up absence and raise attendance
- Deliver the agreed PSHE and worship programme
- Contribute to the school's commitment to raising achievement for all
- Contribute to and promote the school's Christian ethos in all your actions
- Carry out the professional duties of a schoolteacher, including participation in performance management within the school scheme
- Participate in and take responsibility for your training and professional development
- Carry out a share of supervisory duties in accordance with published rosters
- Implement all whole school and local authority policies
- Ensure a consistent ethos in line with The Archbishop's School Code of Practice

**Footnote:** This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without changes to the level of responsibility appropriate to the grade of post.

### **Person Specification:**

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria

#### **Essential:**

- Qualified Teacher Status (QTS) or equivalent.
- Experience working with students with SEND/EAL in an educational setting.
- Strong understanding of SEND legislation, EHCP processes, and the SEND Code of Practice.
- Excellent communication, organizational, and leadership skills.
- Ability to work collaboratively with staff, parents, and external agencies.
- SENCO qualification (NASENCO) or willingness to complete it within the required timeframe.

#### **Desirable:**

- Experience in a leadership or coordination role within SEND.
- Experience managing interventions and supporting student progress tracking.
- Knowledge of school-based SEND systems (e.g., SIMS, CPOMS, Provision Map).
- Experience in coaching or mentoring staff in SEND practices.

	CRITERIA
<b>QUALIFICATIONS</b>	Degree and teaching qualifications (QTS) Recent and relevant professional development Relevant SENCO qualifications or evidence of working towards.
<b>EXPERIENCE</b>	Previous leadership experience with significant Line Management responsibility Recognising and meeting the needs of a school A track record of driving strategies to raise standards of learning and teaching Building effective inter-disciplinary teams A middle leader or senior leadership role in an 11-18 School Successful track record of teaching across the age and ability range Evidence of raising standards and performance of a significant cohort of SEN students Recent experience of working effectively with outside agencies, local community and Governing Body
<b>KNOWLEDGE</b>	In-depth knowledge of developments in learning and teaching, and the ability to use these to improve student outcomes Commitment to collaborative and consultative working Capability to design and implement an innovative curriculum which is driven by the needs of the students Direct knowledge of strategies to raise standards; an aptitude and enthusiasm for effective analysis of data and its use in setting targets for improvement Recognition of the need for partnerships and effective collaboration with other schools, agencies and organisations.
<b>SKILLS &amp; ATTRIBUTES</b>	An innovative and collegiate leadership style with the ability to motivate staff towards that vision and to build on the existing high standards in the school An understanding of the importance of, and the desire to engage with and inspire young people whatever their challenges A commitment to working in partnership with an enthusiastic, stable and widely representative governing body and to ensure that they have the information and materials required for the proper discharge of their roles and responsibilities The ability to cope with the pressures of senior leadership and to ensure that the demands of the post do not preclude a full and balanced life Ability to lead and inspire staff and students of all abilities and to communicate high expectations A leader with proven ability to manage change and to establish and maintain good working relationships with staff, students and parents – ability to work well with others in vital Recent involvement in providing training and development for staff Strong written communications and presentation skills; high order administrative and management skills



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	<p>Excellent organisational skills, ability to effectively manage competing priorities and adhere to a range of tight deadlines</p> <p>Strong emotional intelligence that is attuned to supporting students, parents and staff</p> <p>Experience of using data for school improvement</p> <p>A creative and innovative thinker, able to engage in debate with all stakeholders</p> <p>A person of judgement with a high degree of professionalism and integrity, who will uphold the values of the school and see students as the absolute priority</p>
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