

Job Description

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| Title: | Deputy SENCo |
| Responsible to: | SENCo |
| Salary: | Competitive |

Main Job Purpose

You will be responsible in supporting the successful continued development and implementation of the school's SEND offer to young people with special educational needs and disabilities. You will work with an experienced SENCo and team to implement the inclusive vision of Chilmington Green School. The postholder will have a significantly reduced teaching timetable to allow for a significant proportion of the role to be directed towards developing the school's SEN provision.

Key Accountabilities

- To identify, assess and continue to develop the provision for all students with Special Educational Needs or Disabilities and to deputise for the SENCo when required.
- Leading the organisation and management access arrangements for SEND students.
- Supporting the SENCo with providing a strategic vision for the Department.
- Being the Designated Teacher.
- Raising standards of SEND student inclusion, attainment and achievement by monitoring and supporting student progress.
- Advising staff with developing a research based broad, balanced and inclusive curriculum to help SEND learners succeed.
- Liaising with Learning Support staff, Heads of Department, class teachers and wider team about students with SEND.
- Complete referrals for students to the appropriate external agencies for further support in a timely manner and in line with guidance.
- Engage and in some cases take a leading role in meetings with appropriate outside agencies, under direction of the SENCo e.g., Ed Psych, Speech and Language service, AOT service, etc. and to facilitate opportunities for external agencies to work with students and staff when appropriate.
- Ensure effective line management of learning support staff to quality assure intervention progress, target setting and delivery of interventions.
- Monitoring student progress through the use of IEP's, behaviour action plans and other school wide or departmental assessment data to ensure that appropriate intervention strategies that raise overall standards are implemented.
- Promoting a collegiate approach so that the staff in the Department work as a team.
- Managing and deploying available resources including, under direction from the SENCo, assisting in the day-to-day line-management of staff working within the department.
- Support in overseeing the SEND provisions at alternative provision providers.
- Support in developing the school's response to raising literacy standards across the school.
- Work to ensure SEND students are not over or underrepresented in areas such as attendance, fixed term suspension and extra-curricular activities.

- Supporting the SENCo in developing the SEND offer in keeping with appropriate legislation and policies.
- Be a part of the schools' safeguarding team.

Key Tasks

- Assist with the smooth day-to-day running of the Department.
- Keep up to date with national developments in the departmental area, and to remain informed of recommended teaching practice and methodology.
- Planning and delivering, in consultation with the SENCo, suitable programmes of work and in-class support strategies for students with SEND.
- Assist with staff development and INSET training with regard to SEND where appropriate.
- Work with the SENCo to ensure that students are awarded appropriate examination concessions in respect of their needs and trained in their usage. To deploy support staff to assist with such concessions as appropriate.
- Report termly to the SENCo on departmental intervention performance and resultant student progress so that interventions can be refocused as appropriate.
- Keep detailed records of the progress of key students receiving Learning Support, including writing and reviewing IEP's and Annual Reviews.
- To have input into behaviour action plans and inclusion plans as appropriate. Where necessary, to have input into records kept by other staff on students with potential learning inclusion issues.
- Taking every opportunity to positively engage with parents and carers, forming strong links, in order to communicate regarding all SEND issues related to their children.
- Write or assist with applications for statutory assessment if required.
- Complete referrals to outside agencies.
- Promote and ensure accurate records are kept of all SEND students.
- To continue to develop and utilise the schools' graduated response to support young people's special educational needs.
- Quality assure and ensure the implementation of student passports and IEPs.
- Support the SENCo in keeping policies up to date online with DofE and UL expectations.

Other Responsibilities

- To play a full part in the life of the school community, to support its ethos and to encourage staff and students to follow this example.
- To join the middle leadership team.
- To teach high quality lessons so that all students make good progress.
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students.
- To monitor and support the overall progress and development of students as a teacher & tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To use the Cornerstone assessment cycle to collect and report accurate student data and to share with all parties (including parents & carers).

- To contribute to raising standards of student attainment.
- To be a member of a Curriculum Team and under the direction of the Head of Department contribute to the high standards of teaching and learning and the raising of standards of achievement.
- To comply with the Schools' Health and Safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified not mentioned in the above commensurate with your pay scale and/or of a similar level.
- To comply with procedures concerning safeguarding and to ensure that training is accessed.

The above duties are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time, after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the School at the reasonable discretion of the Principal. This job description does not form part of the contract of employment but describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the preceding document.

Person Specification

| | ESSENTIAL | DESIRABLE |
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| QUALIFICATIONS | <ul style="list-style-type: none"> • Qualified Teacher Status. • Ability to teach across KS3 & 4 | <ul style="list-style-type: none"> • Further professional qualifications related to management and/or education • Appropriate in-service training / CPD |
| KNOWLEDGE & EXPERIENCE | <ul style="list-style-type: none"> • History of strong teaching and learning practice for all students. • Knowledge and understanding of SEND and best practice in its support and remediation. • Evidence of an active contribution to the successful development of students with SEND related issues or other significant vulnerabilities. • Evidence of commitment to personal CPD and be prepared to study for the SENCo qualification <p>Involvement in</p> <ul style="list-style-type: none"> • shaping and implementing the vision in the relevant subject area • developing and implementing departmental policy and practice • Scheme of Work/Lesson Plan development | |
| PROFESSIONAL COMPETENCE | <ul style="list-style-type: none"> • Knowledge of curriculum developments • Ability to articulate characteristics of effective teaching and learning with evidence of good practice • Good classroom management technique • Knowledge and understanding of effective assessment and its contribution to learning and progression • Understanding and experience of raising attainment strategies and improvement planning at a departmental level • The ability to use data to evaluate student performance and take effective action on the basis of this data • Excellent communication and organisational skills | <ul style="list-style-type: none"> • Excellent ICT skills, and an awareness of its potential within the School • Knowledge and understanding of current Teaching & Learning issues relevant to the needs of the School • Able to express a vision for subject development • Able to use new technologies |
| | <p>A person who:</p> <ul style="list-style-type: none"> • Has a capacity to inspire through a love of teaching | |

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| <p>LEADERSHIP AND PERSONAL QUALITIES</p> | <ul style="list-style-type: none"> • Has an ability to relate well to the whole community • Has energy, stamina and determination • Has a genuine commitment to equal opportunities and inclusion • Is committed to an ethos of high standards, personal fulfilment and academic success | <ul style="list-style-type: none"> • Involved in educational developments beyond what is required. • Eager to acquire further skills and career enhancement |
| <p>SKILLS & ABILITIES</p> | <p>The ability and commitment to:</p> <ul style="list-style-type: none"> • Think strategically. • Inspire, challenge and support other adults. • Inspire, challenge and support all students. • Maintain resilience in the face of challenge. • Engage positively and constructively with learners from a wide range of life experiences and needs, in a bespoke fashion. • Engage positively and constructively with parents and carers with a wide range of life and educational experiences, in a bespoke fashion in support of their children. • Offer supportive and constructive challenge in a sensitive, empathic, manner to colleagues, parents and students to champion the needs of vulnerable students. • Understand and demonstrate the principles and practice of effective Teaching and Learning. • Review and plan your own CPD and development • An ability to establish positive and sensitive interpersonal relationships within the community • An ability to plan time effectively and meet required deadlines | <ul style="list-style-type: none"> • An awareness of School issues • An understanding of accountability • Eager to acquire further skills and career enhancement |