

HESTON COMMUNITY SCHOOL

JOB DESCRIPTION: DEPUTY SENDCo

Post Title:	Deputy SENDCo
Overall responsibility:	To assist the SENDCo provide for pupils identified as having SEND including promoting high quality teaching, effective use of resources, and high standards of learning and achievement for all pupils
Reporting to:	Assistant Headteacher - SENDCo
Liaising with:	All staff and parents/carers
Disclosure Level:	Enhanced
Salary/Grade:	L4 – L8

Key tasks and accountabilities will include the following:

Strategic Purpose

The basic duties of a teacher are outlined in the latest School Teachers' Pay and Conditions Document. To assist the SENDCo in the operational leadership of the Inclusion Department. Contribute to achieving the aims and objectives of the School for all students with Special Educational Needs and disabilities. To support the development and teaching of an effective and stimulating curriculum to progress and maximise the attainment of students.

Accountable for:

- Assisting the SENCO with the identification, assessment and provision for all children with Special Educational Needs or Disabilities and to deputise for the SENCO if required
- Supporting the SENCO with providing a strategic vision for the Department
- Raising standards of SEND student inclusion, attainment and achievement by monitoring and supporting student progress
- Advising staff with developing a broad, balanced and inclusive curriculum to help SEND learners succeed
- Liaising with Learning Support staff, Heads of Department, class teachers and Heads of Year about students with SEN and, where necessary, refer students to the appropriate external agencies for further support
- Engaging in liaison meetings with appropriate outside agencies, under direction of the SENCO e.g. Educational Psychologist, Speech and Language service, Autism Spectrum Condition service, Education Welfare Officer; Local Education Authority etc. and to facilitate opportunities for external agencies to work with students and staff when appropriate.
- Advising Teaching Assistants of the needs of students with learning inclusion issues and of suitable methods and strategies to remediate these needs. This may include the modelling of good practice or support with planning and review
- Ensuring that appropriate schemes of work, including related SEND assessment processes, are in place and regularly reviewed
- Monitoring student progress through the use of Individual Education Plan's, Individual Behaviour Plan's 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.

Key tasks:

- To assist with the smooth day-to-day running of the Department
- To keep up to date with national developments in the departmental area, and to remain informed of recommended teaching practice and methodology
- To have an allocated group of Key SEND students and be the first point of contact in respect of their needs
- Planning and delivering, in consultation with the SENCO, suitable programmes of work and in-class support strategies for students with SEND
- To assist with staff development and INSET training with regard to SEND where appropriate
- To 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.

- To report termly to 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 Personal Support Plan's or Common Assessment Framework's 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 to communicate regarding all SEND issues related to their children.
- To write or assist with applications for statutory assessment if required
- To undertake Exam Access Arrangements Qualification and administer testing within the school
- To assist the SENCO in the organisation and administration of suitable alternative provisions for SEND learners.

Tutor Role

- Undertake responsibility for a Tutor Group
- Monitor and set targets for the social and academic progress of all students in the Tutor Group
- Endeavour to build up a good relationship with the students in the Tutor Group so that they will look to you for support and advice
- Report issues of concern to the appropriate senior staff
- Maintain an accurate register of attendance and do everything possible to encourage good attendance

Additional Responsibilities

- Promote the School ethos in which the highest achievements are expected from all members of the School community
- Adhere at all times to the professional business standards of dress, courtesy and efficiency in line with the ethos of the School
- Attend Staff, Curriculum, Year Group and other School meetings
- Attend and participate in Open Evenings
- Uphold the School's behaviour code and uniform regulations
- Be responsible for ensuring subject knowledge is developed and participate in staff training and development

Key Organisational Objectives

To contribute to the School by:

- Following Health and Safety requirements and initiatives, as directed
- Ensuring compliance with Data Protection legislation
- Operating at all times within the School's Equalities Policies, demonstrating commitment and contribution to improving standards and attainment
- Contributing to the maintenance of a caring and stimulating environment for young people

Performance Management and Professional Development

The teacher will be part of the School's Performance Management Scheme. S/he will have a Line Manager who will set agreed targets for the year. The Line Manager will monitor and review performance, including classroom teaching. The School will support the continuing professional development of all staff to ensure that their expertise is being kept up to date.

Conditions of Employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The postholder is required to support and encourage the School's ethos and its objectives, policies and procedures as agreed by the Governing Body.

To uphold the School's Policy in respect of Child Protection matters.

S/he will be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions Document.

In particular, attention is drawn to the new requirements for Planning Preparation and Assessment Time – *'With effect from September 1st 2005, all teachers at a school with timetabled teaching commitments.... have a contractual entitlement to guaranteed PPA time within the timetabled teaching day'.*

'The amount of guaranteed PPA time should be set as a minimum of at least 10% of a teacher's timetabled teaching time.'

The postholder may be required to perform any other reasonable tasks, after consultation.

This 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 it may be subject to modification at any time after consultation with the postholder.

All staff members participate in the School's Performance Management Scheme.

Special Conditions of Service

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1964 [Exemptions] Order 1975, as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview.

The post allows substantial access to children. Candidates are required to comply with School procedures in relation to DBS checks.

Equal Opportunities

The postholder will be expected to carry out all duties in the context of and in compliance with the School's Equalities Policies.

PERSON SPECIFICATION

		Essential	Desirable	Evidence
Qualifications and Experience				
1	Educated to degree level or equivalent	✓		A
2	Qualified teacher status.	✓		A
3	A relevant SEN qualification such as L7 in SpLD or higher		✓	A, R
4	Experience of high-quality teaching to students of all ages and abilities	✓		A, R, I
5	Experience of teaching English Language and English Literature or Mathematics to GCSE	✓		R, I
6	Excellent working knowledge of how to meet the needs of pupils with a range of SEND	✓		A
7	Knowledge of the content, structure and purpose of Education and Health Care Plans	✓		
8	Up to date knowledge of SEN legislation, including the SEN Code of Practice 2015		✓	
9	Collaborating with colleagues in the preparation, assessment and monitoring of student work	✓		R, I
10	Knowledge and understanding of Safeguarding practice	✓		A, I
11	Understanding of the SEN Code of Practice	✓		A, R, I
Skills				
12	Establish a safe and stimulating environment for students, rooted in mutual respect	✓		A, I
13	Set targets that stretch and challenge students of all backgrounds and abilities	✓		A, I
14	Excellent communication and organisational skills	✓		R, I
15	Ability to work hard under pressure while maintaining a positive, professional attitude	✓		R, I
16	Ability to organise and prioritise workload and work on own initiative	✓		R, I
17	Excellent personal, oral and written presentation skills	✓		A, R, I
Personal Attributes and Behaviours				
18	Adaptability and flexibility to changing circumstances and new ideas	✓		R, I
19	A belief that schools have a responsibility to prepare students for their lives - not just for exams	✓		R, I
20	Ability to respond positively to feedback	✓		R, I
21	Ability to work under pressure and to meet deadlines	✓		A, R, I
22	Willing to take responsibility and ownership	✓		A, R, I
23	Team player	✓		R, I
Ability to Fulfil Wider Professional Responsibilities				
24	Willingness to make a positive contribution to the wider life and ethos of the School	✓		R, I
25	Ability to develop effective professional relationships with colleagues, students and parents	✓		R, I

Key to Evidence: *A* = *Application*

I = *Interview*

R = *References*