



Deputy Headteacher with SEND Responsibility Job Description & Person Specification

Reporting to: Headteacher

Responsible for: All School Staff

The deputy headteacher with the support of the headteacher and governing board, is responsible for inspiring and motivating the school community to develop effective ways of overcoming barriers to learning and promoting effective teaching and learning for children with specific needs or vulnerabilities.

This appointment is made by the governing Board of the school under the terms of the Catholic Education Service contract signed with the governors as employers. It is subject to the conditions of service for deputy Headteacher contained in the current School Teachers' Pay and Conditions document as well as other current education and employment legislation and statutory guidance.

The governing Board is committed to safeguarding and promoting the welfare of children and young people. The Deputy Headteacher must ensure that the highest priority is given to following the guidance and regulations relating to safeguarding and child protection. Appointment is conditional upon receipt of satisfactory Disclosure and Barring Service (DBS) checks in relation to criminal and child protection matters.

Main purpose:

The Deputy headteacher, under the direction of the headteacher will:

- Determine the strategic development of the special educational needs and/or disabilities (SEND) policy and provision in the school
- Be responsible for the day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The Deputy Head will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teacher's Pay and Conditions Document
- Be a member of the senior management team
- Fulfil the school's Mission Statement

Duties and responsibilities:

Strategic development of policy and provision

- Deputise for the headteacher
- Have a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect for pupils with SEND
- Ensure that policy is put into practice, take part in policy development and ensure that the objectives of these policies 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

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- 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
- Be aware of the provision in the local offer
- 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 in the local authority
- Analyse assessment data for pupils with SEND and other vulnerable groups including, but not limited to EAL and PPG
- Coordinate appropriate adjustments and interventions for pupils and evaluate their effectiveness
- Work with teaching and support staff to ensure daily provision is effective and meeting all children's needs

Support for pupils with SEN or a disability

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the pupil
- Communicate regularly with parents or carers
- 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
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability

Leadership and management

- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEND policy
- Promote an inclusive ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage school staff in liaison with class teacher's deployment and for those working with individual children
- Review staff performance on an ongoing basis
- Prepare reports and action plans for senior staff and governors in relation to pupil progress and attainment
- Develop and maintain positive links and relationships with all stakeholders
- Be a Designated Safeguarding Lead within school

The Deputy headteacher with SEND responsibility will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

Pupil care

Contribute to:

- The development, organisation and implementation of the school's policy for the personal and social development of pupils including pastoral care and guidance in accordance with the teachings and doctrines of the Catholic Church
- The effective induction of pupils
- The determination of appropriate pupil groupings
- The promotion among pupils of standards of conduct/discipline and a proper regard for authority, the encouragement of good behaviour and commitment to the common good
- The development among pupils of self-discipline
- The handling of individual disciplinary cases

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all the tasks that the Deputy headteacher will carry out.

The postholder may be required to carry out other duties appropriate to the level of the role, as directed by the headteacher.

Person specification:

Criteria	Essential Qualities	Desirable Qualities
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • Degree 	<ul style="list-style-type: none"> • National award for SEN Co-ordination, or a willingness to complete it within 2 years of appointment • CCRS
Experience	<ul style="list-style-type: none"> • Teaching experience • Experience of working at a whole-school level • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET • Experience of line managing staff 	<ul style="list-style-type: none"> • Experience of being a SENDCo
Skills, knowledge and understanding	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Ability to plan and evaluate interventions • Data analysis skills, and the ability to use data to inform planning • Effective communication and interpersonal skills • Ability to build effective working relationships • Ability to influence and negotiate • Excellent record-keeping skills • Ability to articulate and demonstrate the characteristics of effective planning, teaching and learning and assessment strategies for pupils of all abilities but particularly those with SEND 	<ul style="list-style-type: none"> • Ability to provide a clear vision and direction for the development of inclusive practice • Ability to liaise with stakeholders, including education and medical professionals and the Inclusion Governor

	<ul style="list-style-type: none"> • Knowledge of how ICT can be used to support children with SEND • Committed to promoting an environment where all children achieve their potential 	
Personal qualities	<ul style="list-style-type: none"> • Practicing Catholic • Commitment to getting the best outcomes for pupils and promoting the Catholic ethos and values of the school • Commitment to equal opportunities and securing good outcomes for all pupils • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and quality • Flexible thinking, inclusive beliefs and a positive outlook. 	