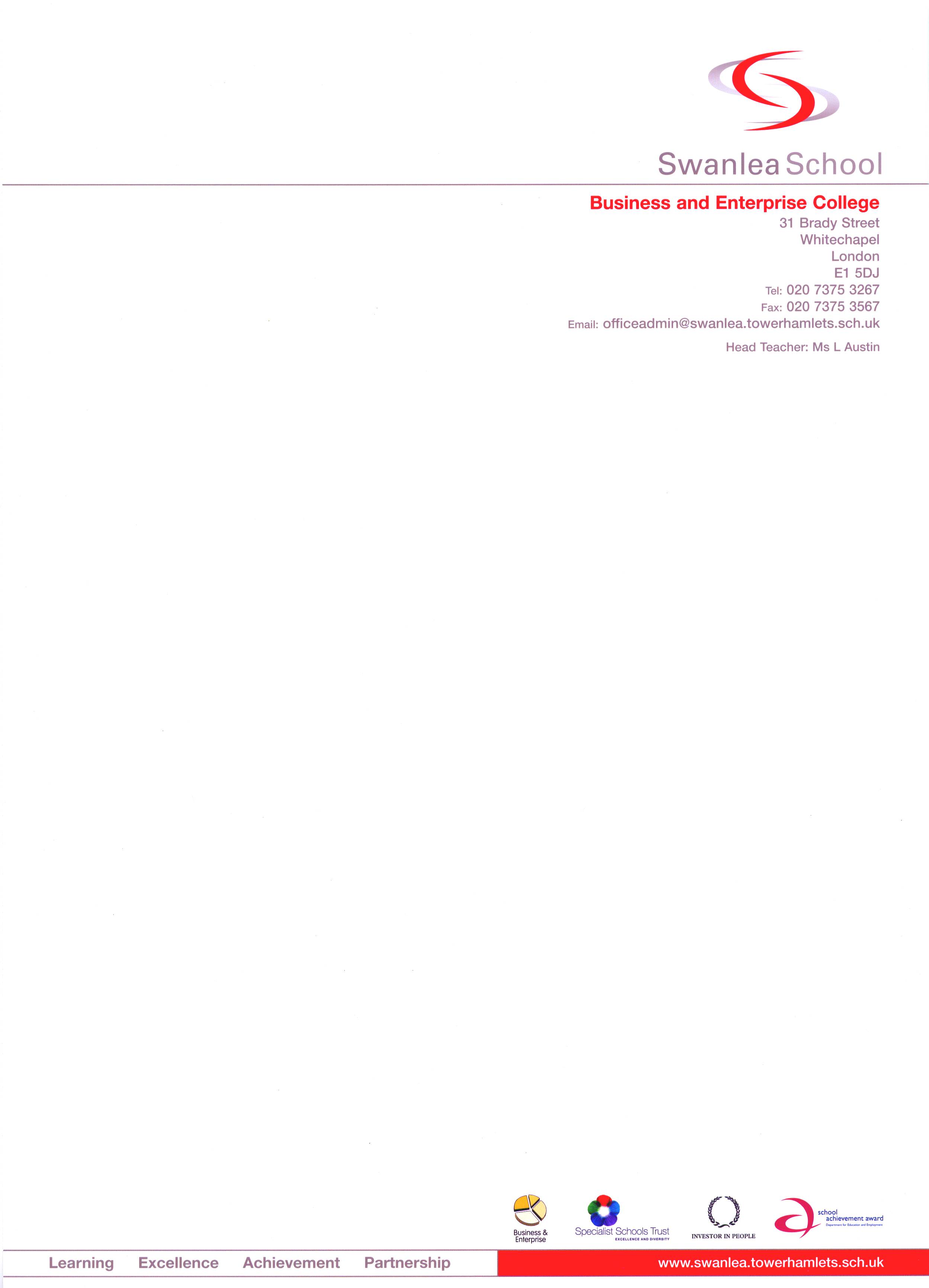
**Swanlea School, Business & Enterprise College**



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Business & Enterprise College

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**Job Description**

**DEPUTY LEADER OF SPECIAL EDUCATIONAL NEEDS**

*Please note: this job description must be read in conjunction with the current School Teachers’ Pay and Conditions Document, particularly Part XII – ‘Conditions of Employment of Teachers other than Head Teachers’, which itemises the general conditions of employment governing this post.*

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| **Purpose** | * To be the school’s deputy lead professional for students with special educational needs. |
| **Reporting To** | * Senior Leader - Inclusion |
| **Salary/Grade** | * TLR 2(b) |
| **Disclosure** | * Enhanced |
| **MAIN DUTIES** | |
| **Strategic Planning/Operational** | * In partnership with the SENDCO / Senior Leader Inclusion to be accountable for the overview of provision mapping for SEN pupils, ensuring that students learning needs are met * In partnership with the SENDCO / Senior Leader, Inclusion to develop strategies ensuring that SEN pupils make outstanding progress * To be accountable for monitoring the progress and pastoral care of students on the SEN register * To ensure that the school meets the requirements of the SEN Code of Practice * To contribute to, and lead on, as appropriate, the school’s multi-agency approach to student welfare * To liaise with the SENDCO / Senior Leader Inclusion in order to complete annual reviews support documentation. * To contribute towards and lead on aspects of the SEN review and development plan. * To deputise for the SENDCO / Senior Leader Inclusion as necessary * To lead on the identification, assessment and securing of access arrangements for public and internal examinations * In liaison with other staff, to oversee the provision of access arrangements throughout the exam period |
| **Curriculum** | * To liaise with the SENDCO in planning and delivering an ambitious & challenging curriculum for all pupils with SEND * To monitor and evaluate SEND in the mainstream * To liaise with the SENDCO and key staff (eg Head of Inclusion) to ensure that SEND pupils benefit from a co-ordinated programme of support. * To deliver a SEND specialism through intervention. * To assess the learning needs of SEN pupils at risk of underachieving and provide pathways to develop pupils through intervention and staff development. * To take an active role in developing strategies to aid access to the curriculum for vulnerable pupils with a wide range of abilities and needs in the school * To work with staff to enable them to deliver the following to SEND pupils:   + plan programmes of work;   + model good class management and control   + demonstrate a variety of teaching styles and approaches.   + assess and keep records on pupils’ progress. * To play a key role in monitoring access and intervention in a key stage. * To maintain records of progress for targeted pupils and contribute to school systems of record keeping and reporting. |
| **Staff Recruitment & Development** | * To work with the SENDCO / Senior Leader Inclusion in identifying staff development needs * To plan and deliver targeted training |
| **Performance & Standards** | * To contribute to the setting of appropriate pupils targets and to monitor progression and achievement. * To ensure that effective monitoring, evaluating and reporting on the work of pupils with SEN is carried out. * To assist the SENCO / Senior Leader Inclusion with the performance management of SEN staff. * To work closely with the SENDCO / Head of Inclusion to monitor the effectiveness of the department and contribute towards the completion of the annual report on progress. |
| **Management of Resources** | * To work closely with the SENDCO / Head of Inclusion to ensure the successful management of the department. |
| * Whilst every effort has been made to explain the main duties and responsibilities of this post, each individual task undertaken may not be identified. * Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. * Employees are expected to present themselves and to act in a professional manner at all times. * The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition. | |

Person Specification

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| ***This is the generic person specification, common to all teaching jobs advertised after September 2005, at Swanlea School. Sections 2-10 are derived from the Teachers’ Standards Framework.*** |

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| **Qualifications** | **Essential** | **Desirable** |
| Qualified teacher status | ✓ |  |
| Good honours degree | ✓ |  |
| Be prepared to work towards achieving the SENDCO accreditation | ✓ |  |
| Commitment to continuing professional development activities | ✓ |  |
| Higher degree |  | ✓ |
| **Experience** |  |  |
| Evidence of outstanding learning & teaching skills, leading to consistently high standards of student achievement | ✓ |  |
| Recent and extensive experience of teaching within mainstream secondary education and SEND specialism, clear understanding of current legislation regarding SEND students. |  | ✓ |
| Experience of managing access provision for public examinations |  | ✓ |
| Ability to manage a large and inter-disciplinary team of professionals both teaching and support staff. | ✓ |  |
| Evidence of a proven track record of delivering excellent student outcomes KS3-4 | ✓ |  |
| Knowledge of current developments in learning and teaching | ✓ |  |
| Ability to set standards and provide examples of best practice for other teachers in identifying, assessing and meeting students’ SEND. | ✓ |  |
| Experience of personal involvement in the wider curriculum |  | ✓ |
| Experience of leading a whole school initiative |  | ✓ |
| **Knowledge/Skills (ability to)** | **Essential** | **Desirable** |
| Have a clear vision for SEND and strategies to ensure integrated support provision and have knowledge of the steps necessary to make that vision a reality. | ✓ |  |
| Lead, manage and develop a high performing team | ✓ |  |
| A strategic understanding of how best to maximise student attainment. | ✓ |  |
| A strong commitment to working with disadvantaged young people | ✓ |  |
| High level communication and presentation skills applicable to a range of audiences | ✓ |  |
| Think creatively and imaginatively to solve challenges and identify priorities within the faculty | ✓ |  |
| Ability to use new technologies effectively to support teaching and learning |  | ✓ |
| A clear understanding of monitoring and evaluating standards in teaching and learning | ✓ |  |
| Ability to anticipate problems and identify opportunities | ✓ |  |
| Be an excellent administrator, able to develop clear systems which are understood, used effectively and which support the school’s multi-agency approach. | ✓ |  |
| **Personal Attributes** |  |  |
| Ensure that there is a safe working and learning environment in which risks are properly assessed. | ✓ |  |
| Ability to use appropriate interpersonal skills when relating to staff, pupils and parents/carers | ✓ |  |
| Enjoy working with young people | ✓ |  |
| Enthusiasm for ICT and a desire to communicate that to others |  | ✓ |
| Demonstrate energy, vigour and perseverance and promote a ‘Can Do’ philosophy | ✓ |  |
| Ability to prioritise and manage their own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for colleagues. | ✓ |  |
| Ability to work under pressure and meet deadlines | ✓ |  |

Signed…………………………………………….. Date………………………………………….