

Job Description: Deputy SENCo



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Position: Deputy SENCO

Responsible to: The Principal

Responsible for: SEND

Grade: E

About the Cabot Learning Federation

The Cabot Learning Federation is a diverse Multi-Academy Trust (MAT) in the South West. We are proud to serve 18,000+ pupils who all attend ten secondary academies, thirteen primary academies, an all through provision, a studio school, a discrete Post 16 provision, two alternative provision schools and three SEMH special schools.

CLF is an Equal Opportunity Employer. The trust is proud to serve a diverse student population and their communities. We actively encourage applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.

We are proud to be part of diverse communities in the region and celebrate the richness of cultures, faiths and backgrounds of our students. We aim to develop a curriculum that is responsive to our pupil's needs and reflects their diverse interests and backgrounds.

Job Summary

The postholder will assist the SENCO in leading and managing the provision of special educational needs and disability (SEND) learning support for identified students in the Academy. They will support in the leadership of SEN and the delivery of high support and interventions for all students in line with the SEND code of practice. The postholder will ensure the individual needs of designated students and the requirements of any statements are fully met. They will deliver measurable impact on student attainment as well as personal and emotional development. They will be required to deputise for the SENCO in their absence.

Primary Duties and Responsibilities Relationships

- To develop and maintain constructive working relationships with the SENCO, team members and other academy staff to monitor, evaluate, assess and report on the needs of specific students and their short and long term learning goals. To work collaboratively to share information, knowledge and best practice.
- To establish and develop effective support relationships with designated students both 1 to 1 and in small groups. To enable them to access the curriculum, completely engage with their learning and make progress in line with their specific learning objectives.
- To ensure that all written and electronic records, reports, letters, registers, individual plans, referrals, minutes and other documentation are completed in an accurate, comprehensive and timely manner.
- To work in partnership with teachers and/or other professionals. To ensure that individual student's learning needs are met, discuss student progress and share concerns. To provide

advice and guidance regarding appropriate strategies, teaching and learning methods to meet the needs of students.

- To build effective on-going relationships with parents/carers keeping them informed of the student's needs, targets, progress and the specifics of SEN provision for their child.
- To communicate effectively and maintain excellent working relationships with external agencies, educational establishments, service providers and practitioners amongst others.
- To deal with any Child Protection disclosures or pastoral concerns sensitively and in line with Safeguarding policy and procedures.
- GCSE Exam Access Arrangements: Coordinating the arrangements for students with SEND who require additional support in GCSE and other public exams (e.g., extra time, readers, scribes), ensuring all necessary adjustments are made and the process is compliant with examination board regulations.
- SEND Register: Maintaining an up-to-date SEND register and provision map to ensure that all students with SEND are accurately recorded and provided with the necessary interventions.
- Interventions Effectiveness: Regularly reviewing the effectiveness of interventions to ensure that they are contributing positively to the students' learning outcomes. Adjusting strategies as required.

People Management

- To take responsibility for identified students in supporting them to achieve their targets. To act as mediator and advocate working in the best interest of students when in professional dialogue with others.
- To promote the inclusion and acceptance of all students within the Academy.
- They may be required to oversee the day-to-day organisation of student intervention resources/tutoring programmes.
- To manage their own workload while providing direction to others to ensure they carry out their work effectively.
- To deputise for the SENCO in their absence.

Resource Management

- They may have responsibilities for the educational progress, pastoral support and compliance for specific areas such as for Children in Care or supporting transition.
- They may be responsible for alternative provision (where applicable) for example overseeing a specific learning environment or the delivery of a specific course amongst others.
- To highlight and recommend resources that could be utilised to support specific students and their learning.
- To support the SENCO with the planning, development, design and organisation of SEN support systems, procedures, curriculum and policies.
- To make appropriate use of a range of monitoring and assessment strategies to evaluate students' progress towards planned and learning objectives and use this information to improve planning and teaching.
- To ensure that all written and electronic data input, records and reports are accurate, comprehensive and timely.
- To manage and/or ensure learning resources, IT equipment and disability aids are available and operational when required.

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Decision Making

- To work with the SENCO regarding learning needs for specific students, decide on and disseminate appropriate strategies and discuss differentiation to allow individuals to fully access learning.
- To support in the identification and selection of students for specific interventions or external provision.
- To undertake research, obtain internal and external data and other relevant information as required to inform and support SEN decision making within the Academy.
- To utilise and analyse data and information to make good, informed decisions within the post holder's remit.
- To adapt their communication style and use of language to suit the individual student and their specific needs.
- To use strategies, in liaison with the teacher, to support pupils to achieve learning goals. To assist with the planning of learning activities.

Work Demands

- To be flexible, able to multi-task and adapt to ad-hoc changes and situations as they arise □ Where home visits are required they should be carried out in line with Academy guidelines. Risk assessments should be undertaken to ensure the emotional and physical safety of all those involved.
- To promote good pupil behaviour, deal promptly with conflict and incidents in line with Academy policy and encourage pupils to take responsibility for their own behaviour.

Working Conditions

- Work will be academy based but will include attending meetings in other CLF locations and/or with external stakeholders.
- It is likely to involve dealing with challenging situations which can require conflict resolution and working within an emotive environment.

Accountability

You are accountable to and will report to the Principal as appropriate. You are expected to set the highest personal standards of performance for yourself, and with the support of your line manager, you are responsible for ensuring your own learning and development by way of work-based and /or other methods of study. Success will be measured through performance achievement of individual targets within the annual Appraisal process.

General notes

This Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and individually take responsibility for doing so. Your role will play a significant part in the monitoring of highlighted students as part of the safeguarding process. An enhanced DBS disclosure is required for all staff. This role involves working with children on a daily basis and is therefore in regulated activity. Details of our Child Protection & Safeguarding Policy can be found here > <https://clf.uk/governance/policies/>

General Expectations

Behaviour Expectations

- Maintain **High expectations** in all we do, ambitious for ourselves, our communities, and our environment.
- Create **Equity** of opportunity, promoting inclusion, removing disadvantage and rejecting discrimination.
- Champion the success and life chances of **All children**.
- Furnish pupils and staff with the **Resilience** to succeed as lifelong learners.
- Harness our **Togetherness** to achieve more, collaborating proactively in the seamless unity.

Expectations of Jobholder

- To be aware of and comply with CLF policies as set out in the CLF Employment Manual as well as individual academy policies and procedures.
- To be committed to safeguarding and promoting the welfare of children and young people.
- To ensure that the equal opportunities policy is adhered to and promoted in all aspects of the post holder's work.
- To ensure effective quality control and continuous improvement in all aspects of the work and responsibilities attached to this post.
- To demonstrate professionalism towards sensitive and confidential information and adhere to data protection legislation.
- To comply with and promote Health and Safety policies and procedures and to undertake recommended Health and Safety training as and when necessary.
- To commit to professional self-development, such as through participation in inset training and professional services network as necessary for the successful carrying out of the job.
- To undertake such other duties as are commensurate with the grade of the post.
- The Academy is a designated non-smoking site.

NB: This job description is designed to outline a range of main duties that may be encountered. It is not designed to be an exhaustive list of tasks and can be varied in consultation with the post holder in order to reflect changes in the job or the organisation.

Signed:

Name:

Date: