

# Deputy SENCO

## Job Description

1. Completed the NARSENCO award or is willing to complete the NPQ SEND.
2. The deputy SENCO role would include, but not be limited to;
3. Support the SENCO in the day to day operation of the SEND policy/provision with the aim of raising the achievement of SEND students in the school.
4. Line management of the HLTAs and Administration assistant.
5. Support all staff in understanding the needs of SEND students, their learning passports and reviewing appropriate targets and interventions.
6. Together with the SENCO analyse school data, local and national data.
7. Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision
8. Lead on the appraisal process for SEND staff. The HLTAS and Support Assistants.
9. Together with the SENDCO advise on and contribute to the professional development of staff, including whole school INSET provision.
10. Lead on the transition of Y6 SEND students.
11. Attend Year 6 Annual Reviews for primary pupils to help facilitate continuity and progression through the development of the transition programme.
12. Liaise with the wider inclusion team including Pastoral leads, Safeguarding team, EWW, Lay chaplain, PP lead as appropriate.

### CATHOLIC ETHOS

To actively promote, and act as a role model of, the Catholic ethos of the school, in accordance with the College mission statement.

### PROFESSIONAL ATTRIBUTES

To ensure the education of students is of paramount importance. To maintain a positive commitment to the education process. To forge positive professional relationships with colleagues and parents.

### TEACHING

- 1. To set high expectations which inspire, motivate and challenge students.**
  - a. Establish a safe and stimulating environment for pupils, rooted in mutual respect
  - b. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
  - c. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- 2. To promote good progress and outcomes for students in line with College targets , by making full use of data and setting appropriate targets and monitoring progress through effective record keeping.**
  - a. Be accountable for pupils' attainment, progress and outcomes
  - b. Plan teaching to build on pupils' capabilities and prior knowledge

- c. Guide pupils to reflect on the progress they have made and their emerging needs
  - d. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
  - e. Encourage pupils to take responsibility and conscientious attitude to their own work and study
- 3. To demonstrate good subject and curriculum knowledge.**
- a. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupil's interest in the subject, and address misunderstandings
  - b. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
  - c. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- 4. Plan and teach well structured lessons in accordance with the College teaching and learning policy.**
- a. Impart knowledge and develop understanding through effective use of lesson time
  - b. Promote a love of learning and children's intellectual curiosity
  - c. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
  - d. Reflect systematically on the effectiveness of lessons and approaches to teaching
  - e. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
- 5. Adapt teaching to respond to the strengths and needs of all students. To ensure the effective and efficient deployment of class room support where appropriate.**
- a. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
  - b. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
  - c. Demonstrate an awareness of the physical, social and intellectual development of children , and know how to adapt teaching to support pupils' education at different stages of development
  - d. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language, those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- 6. Make accurate and productive use of assessment, in line with the College and department assessment policy.**
- a. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
  - b. Make use of formative and summative assessment to secure pupils' progress
  - c. Use relevant data to monitor progress, set targets, and plan subsequent lessons

- d. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
- 7. Manage behaviour effectively to ensure a good and safe learning environment in line with the College behaviour policy.**
- a. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
  - b. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
  - c. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
  - d. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- 8. Fulfil wider professional responsibilities including active and effective performance management. To engage in self- evaluation strategies to support a continuous strive for improvement, including coaching, work scrutiny and observation etc.**
- a. Make a positive contribution to the wider life and ethos of the school
  - b. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
  - c. Deploy support staff effectively
  - d. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
  - e. Communicate effectively with parents with regard to pupils' achievement and well-being

#### **TUTOR (See additional job description)**

To support the general achievement and well being of students within curriculum areas and as a tutor to an assigned form and to carry out related duties in accordance with the general job description of form tutors.

#### **COLLEGE STRUCTURE**

To work as a member of a designated team and to contribute positively to effective working relations within the College. To participate in appropriate meetings with colleagues and parents related to the responsibilities of a teacher. To represent the department on a working party and attend the appropriate meetings.

#### **COMMUNICATION**

To liaise with parents as appropriate.

#### **DUTIES**

To carry out a share of supervisory duties in accordance with published schedules.

## **HEALTH & SAFETY**

To be familiar with any health and safety regulations so as to ensure a safe environment is provided.

## **PERSONAL & PROFESSIONAL CONDUCT**

To uphold high standards of ethics and behaviour within and outside College. To maintain high standards in punctuality and attendance. To work within statutory frameworks and in line with College policy and practice.

- a. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- b. Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- c. Showing tolerance of and respect for the rights of others
- d. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- e. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law