

# **Job Description and Person Specification**

## **Role**

Deputy Special Educational Needs Co-Ordinator

Secondary School

Grade: Special Educational Needs Allowance 1

Reporting to: Head of Department

The Saint John Southworth Catholic Academy Trust is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

This is a school-based role that will involve contact with children.

# Job Description

## Key Duties and Responsibilities

- To assist the Special Educational Needs Co-Ordinator (SENCO) in determining the strategic development of special educational needs (SEN) policy and provision in the school
- To assist in the day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- To provide professional guidance to colleagues, working closely with staff, parents and carers, and other agencies
- To fulfil the responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- To contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- To make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- To maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- To evaluate whether funding is being used effectively and suggest changes to make use of funding more effectively
- To maintain an accurate Special Educational Needs and Disabilities (SEND) register and provision map
- To provide guidance to colleagues on teaching pupils with SEN or a disability and advise on the graduated approach to SEN support
- To advise colleagues on applying adaptive teaching strategies tailored for individual pupils with SEN
- To advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- To be aware of the provision in the local offer
- To work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies
- To be a key point of contact for external agencies, especially the local authority (LA)
- To analyse assessment data for pupils with SEN or a disability
- To implement and lead intervention groups for pupils with SEN and evaluate their effectiveness
- To identify pupils' SEN
- To co-ordinate provision that meets pupils' needs and monitor its effectiveness
- To secure relevant services for pupils
- To ensure records are maintained and kept up to date
- To review education, health and care (EHC) plans with parents/carers and pupils
- To communicate regularly with parents/carers

- To promote pupils' inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- To work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability
- To assist in the preparation and review of information that the Local Governing Body is required to publish
- To contribute to the SIP and whole-school policy on SEND
- To identify training needs for staff and how to meet these needs
- To lead training for staff with the SENCO
- To share procedural information, such as the school's SEN policy
- To promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- To liaise and collaborate with the Designated Safeguarding Lead (DSL) and SENCO on matters of safeguarding and welfare for pupils with SEN
- To remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges

While the Deputy SENCO will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

### **Corporate Responsibilities**

- To contribute to a working environment underpinned by the principles of Catholic Social Teaching
- To ensure probity, propriety and adherence to the Nolan Principles both in personal conduct and throughout the Trust
- To comply with policies and procedures relating to Child Protection; being vigilant for signs that children may be being abused and reporting any such suspicions, no matter how small, to the Designated Safeguarding Lead or in the case of concerns about a member of staff, the Headteacher
- To comply with all other policies, procedures, working practices and regulations, in particular, Equality and Diversity, Health and Safety, Confidentiality, Data Protection, Financial Regulations in line with our Scheme of Delegation
- To uphold an individual and organisational commitment to a culture of safeguarding for all
- To be accountable to and carry out any reasonable request from the Headteacher(s) / Line Manager

### **Professional Development**

- To be committed to own professional development
- To establish and participate in training opportunities, meetings and networks to support and maintain excellent skills, techniques and knowledge
- To seek feedback and act on it to improve performance within and beyond formal coaching and appraisal opportunities

- To undergo regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD)

### **Fluency Duty**

In line with Part 7 of the Immigration Act 2016, the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role, the post holder is required to meet the advanced fluency level. The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly
- Explain difficult concepts simply without hindering the natural smooth flow of language
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in the Trust

We are committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. All successful staff will undertake an Enhanced Disclosure and Barring Service Check with Children's Barred List.

The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Date: December 2025

This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks.

Post holders are expected to undertake work in line with the level and pay band of the post determined by the Line Manager.

This job description will be reviewed with the post holder in relation to need or on an annual basis through appraisal and whole-Trust review of strategy and effectiveness.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Person Specification

	Essential Requirements	Desirable Requirements	How Identified
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• A good honours degree in the relevant subject/discipline</li> <li>• Qualified Teacher Status</li> <li>• National Award in SEN Coordination or National professional qualification (NPQ) for SENCOs or a willingness to complete it within 3 years of appointment</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of relevant CPD</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Recent and relevant successful teaching experience / ability</li> <li>• Experience of working at a whole-school level</li> <li>• Experience of working with children with a range of SEN</li> <li>• Involvement in self-evaluation and development planning</li> <li>• Experience of conducting training/leading</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of Catholic academy trusts</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> </ul>
<b>Knowledge, Skills and Ability</b>	<ul style="list-style-type: none"> <li>• Sound knowledge of the SEND Code of Practice</li> <li>• Understanding of what makes 'quality first' teaching, and of effective intervention strategies</li> <li>• Ability to plan and evaluate interventions</li> <li>• Data analysis skills and the ability to use</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of special educational needs and disabilities theory and practice</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• References</li> </ul>

	<p>data to inform provision planning</p> <ul style="list-style-type: none"> <li>• Effective communication and interpersonal skills</li> <li>• Ability to build effective working relationships</li> <li>• Ability to influence and negotiate</li> <li>• Good record-keeping skills</li> <li>• Excellent knowledge of subject/s, national curriculum requirements and exam specifications</li> <li>• Understanding of how students learn</li> <li>• Highly tailored planning skills, using scheme of work</li> <li>• Effective skills in formative assessment</li> <li>• Behaviour management skills to support a disciplined and joyful culture</li> </ul>	
<b>Character and Values</b>	<ul style="list-style-type: none"> <li>• High commitment to safeguarding and promoting the welfare of children</li> <li>• Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• A passion for education and a deepfelt desire to</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> </ul>

	<p>make a difference for young people</p> <ul style="list-style-type: none"> <li>• Commitment to the Trust agenda for inclusion, diversity and equality</li> <li>• Commitment to the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty and leadership</li> <li>• Humility: a recognition that the more you know, the less you know and not being afraid to say, 'I do not know'</li> <li>• Emotionally intelligent: know when to direct and when to challenge</li> <li>• Able to listen and show awareness of other's sensitivities; have personal pride and lead by example</li> <li>• Understand the importance of work/life balance</li> <li>• Resilient, flexible and hardworking</li> </ul>		
<b>Personal Circumstances</b>	<ul style="list-style-type: none"> <li>• Legally entitled to work in the UK</li> <li>• Ability to perform all duties and tasks with reasonable adjustments, where appropriate, in accordance with the Equality Act 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible to support out of hours activity on occasion</li> </ul>	<ul style="list-style-type: none"> <li>• References</li> <li>• Interview</li> </ul>