**Job Description – Deputy SENCO**

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| **Purpose:** | To assist in the running of the SEND Department. The Deputy SENCO will be expected to work closely with the SENCO and to take an active interest in the wider aspects of Learning Support and Inclusion within the school, helping to remove barriers to learning where they exist.The post holder is required to support the SENCO in aspects of the management of the SEND team and delivery of its services. To liaise with relevant internal and external stakeholders to ensure that effective provision is in place for students with SEN.To contribute to the success of The Radclyffe School community through the ongoing development of the school’s environment and ethos.The post holder is expected to lead by example, develop teamwork, actively promote the school’s corporate policies in pursuit of the school’s goal of corporate excellence. |
| **Reporting to:** | SENCO |
| **Responsible for:** | Teaching Assistants & Personal Care Assistants  |
| **Liaising with:** | Head/Deputies, Business Manager, Governors, Heads of faculty/Department, other school staff, Parents and Carers, Students, LA and external service providers and agencies. |
| **DBS Check** | Enhanced Level |
| **Working Time** | 36 hours 40 mins per week – (8:10am until 4:00pm), Term Time only (190 days) plus two weeks (10 days)  |
| **Salary** | Grade 7, Pt 27-32. Salary £37,035 - £41,511 FTE (£32,487 - £36,413 pro rata) |

**Core Purpose**

* Assisting the SENCO with the identification, assessment and provision for all children with Special Educational Needs or Disabilities and to deputise for the SENCO if required.
* Supporting the SENCO with providing a strategic vision for the Department
* To actively model and promote the values, vision and ethos the school and the community it serves.
* Raising standards of SEND student inclusion, attainment and achievement by monitoring and supporting student progress
* To have a clear understanding of what makes outstanding SEND provision and the ability, understanding and experience to lead, develop and manage staff within SEND department to achieve this.
* Liaising with SEND staff, Heads of Department, class teachers about students with SEND and, where necessary, refer students to the appropriate external agencies for further support.
* Advising staff of the needs of students with learning inclusion issues and of suitable methods and strategies to remediate these needs. This may include the modelling of good practice or support with planning and review.
* Monitoring student progress through the use of Pupil Passports, SEND support plans and other school wide or departmental assessment data to ensure that appropriate intervention strategies that raise overall standards are implemented

**Specific Responsibilities**

* To work with the senior leadership team and other stakeholders, ensuring coherence around all aspects of SEND provision.
* To contribute to the school improvement plan and priorities in relation to SEND provision.
* To contribute actively to building, communicating, and implementing a shared vision of the school.
* To facilitate the smooth day to day operation of the school’s SEND policy.
* To ensure appropriate provisions for the needs of all pupils with special, additional, and particular needs.
* To work with the SENCO to uphold the SEN register of such pupils, monitor their progress regularly, coordinating intervention and support as needed, ensuring excellent progress and attendance.
* To work with the SENCO to ensure EHCPs are fully implemented, advise staff on how to support pupils and make referrals for external support as needed.
* Co-ordinate TA deployment to support best use of time and to ensure compliance with the EHCP hours and ensuring SEND students needs are being met.
* To compile and share the TA’s/PCA’s daily timetables by 8:30am.
* Support the SENCO with Annual Review meetings.
* Assign keyworkers to SEND students, when required.
* Help co-ordinate transition with new students and information gathering
* Map and co-ordinate Pupil Passports and quality assure for clarity and appropriate impact
* To support in CPD provision, alongside the SENCO, to provide best practises for all staff, as well as provide updates to all staff with SEND surgeries/SEND Newsletters.
* To implement effective mechanisms of parental communication and engagement. Meet with, and facilitate support groups for, parents, taking their views into consideration and planning provision accordingly.
* Survey parents of SEND pupils, address any concerns raised and action accordingly
* To liaise with external agencies in relation to SEND such as the Local Authority, Educational Psychologists, Early Help, QEST etc., to gain multi agency advice and support for these pupils as needed.
* To make relevant referrals for the screening of pupils, sharing the outcomes of these with staff and ensuring recommendations are being implemented.
* Apply for or support parents in the application process for EHCPs for individual pupils as appropriate.
* To organise and lead reviews for pupils with EHCPs.
* To support all staff working with SEND pupils, establishing effective ways of communicating and training staff.
* Ensure strong administrative structures such as filing and recording of actions are in place to provide a clear trail of support for each SEND pupil including the implementation, monitoring and evaluation of Pupil Passports.
* To inform the Headteacher or nominated representative of any issues especially of safeguarding or where there is a barrier to meeting pupils’ needs.
* To support students that are accessing Alternative Provision, by ensuring visits take place and all relevant documentation is completed and shared with relevant parties.
* To work with the SENCO to provide updates for the Headteacher and other staff on the progress of pupils with SEND across curriculum areas and impact of relevant interventions.
* Ensure all SEND trackers are kept up to date and the information is shared with relevant staff.
* Be evidence informed. Keep abreast of best evidence (including contextual) and current legislation in relation to SEND.
* To attend meetings with agencies/stakeholders both internally and externally when required.
* To support the SENCo with implementing provision for Access Arrangements.
* To share with staff, parents and other relevant outside agencies the outcomes of the SEND related testing and keep the student’s records updated on BromCom, SEND Register, student files, etc.
* To ensure TA’s are appropriately deployed to support Access Arrangements, during tests and exams.

**General Responsibilities**

* To model, implement and champion consistently the ‘Radclyffe Way’ across the school so that effective learning can take place.
* To contribute to the school liaison and marketing activities – e.g. providing news for social media, the website, contributing to newsletters to parents.
* To contribute to the effective promotion of pastoral provision at Open Days / Evenings/ Information Evenings and other events.
* To actively promote the development of effective links with external agencies and organisations.
* To understand the importance of inclusion, equality and diversity, when working with students and with colleagues, and to promote equal opportunities for all.
* Implement and uphold the policies, procedures and codes of practice of the school, including customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
* Take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g., challenging a stranger on the premises.
* Ensure that the highest standards of confidentiality are maintained when dealing with any kind of data relating to staff and students.
* To undertake such other duties as may be reasonably determined by the Headteacher.

*Whilst every effort has been made to set out the main duties and responsibilities of the post, each individual task undertaken may not be identified.*

***This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.***

***This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.***

**Person Specification - Deputy SENCO**

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|  | **Essential / Desirable** | **Application****Interview** |
| **Qualifications** |
| Educated to degree level | E | A |
| Training in relevant learning strategies e.g. literacy/ Key Stage 3 and/or training in a particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc | D | A |
| **Experience** |
| Experience of working with children in an educational setting who may have different individual needs and learning styles | E | A/I |
| Experience of preparing/contributing to resources to support learning programmes  | E | A/I |
| Experience of working in a team and individual working | E | A/I |
| Experience of keeping accurate and up to date records | E | A/I |
| **Skills and Abilities** |  |  |
| Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these | E | A/I |
| Interpersonal & communication skills to build and maintain effective relationships with all pupils and colleagues and to be able to liaise sensitively with parents and carers | E | A/I |
| Creative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives  | E | A/I |
| To promote a positive ethos and good role model | E | A/I |
| Self-reliance, resourcefulness and the ability to work on own initiative. | E | A/I |
| Ability to embrace and utilise the latest technology to improve efficiencies | E | A/I |
| To continually improve own practice/knowledge through self-evaluation and learning from others | E | A/I |
| Experience of using ICT to support completion of work tasks | E | A/I |
| **Knowledge** |
| Knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies | E | A/I |
| Understanding of the principles of child development and learning processes | E | A/I |
| Understanding of the wider safeguarding agenda working with children and young people | E | A/I |
| Understanding of equal opportunities and inclusion and how it applies in a school setting | E | A/I |
| Knowledge of relevant policies/codes of practice/ and awareness of relevant legislation and the responsibilities of the role within these for promoting pupils’ welfare | D | A/I |
| Knowledge of a Community language, e.g. British Sign Language, Urdu or Polish | D | A |
| **Work circumstances** |
| Able to work flexibly as the workload demands  | E | A/I |
| Occasional out of hours working to support school events/trips | E | A/I |