**Job Description – Deputy SENCO**

|  |  |
| --- | --- |
| **Purpose:** | To assist in the running of the SEND Department, to ensure that successful teaching & learning and development of the Department take place: thus, extending the leadership of SLMT. 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 all aspects of the management of the SEND team and delivery of its services.  To teach students with Special Educational Needs in small withdrawal groups, and to coordinate and liaise with the SENCO to implement a programme of cross-curricular SEND and EAL teaching and learning across the school. 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:** | In liaison with the SENCO - Teaching Assistants, Learning Mentors, 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** | In accordance with the current Teachers’ Pay and Conditions Document  195 days, Full-Time (1265 hrs directed time) |
| **Salary** | Qualified Teacher Main /Upper Scale according to salary assessment, TLR 1A (£8,706) |

**Specific Duties**

1. Teach your specialist subject at secondary level across key stages
2. 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.
3. Supporting the SENCO with providing a strategic vision for the Department
4. Raising standards of SEND student inclusion, attainment and achievement by monitoring and supporting student progress
5. Advising staff with developing a broad, balanced and inclusive curriculum to help SEND learners succeed
6. 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.
7. Engaging in liaison meetings with appropriate outside agencies, under direction of the SENCO e.g. Ed Psych, Speech and Language service, ASC service, EWO; LEA etc. and to facilitate opportunities for external agencies to work with students and staff when appropriate.
8. Advising TA’s 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.
9. Ensuring that appropriate schemes of work, including related SEND assessment processes, are in place and regularly reviewed
10. Monitoring student progress through the use of IEP’s, IBP,s and other school wide or departmental assessment data to ensure that appropriate intervention strategies that raise overall standards are implemented
11. Promoting an academic approach so that the staff in the Department work as a team
12. Managing and deploying available resources including, under direction from the SENCO, assisting in the day-to-day line-management of staff working within the department.

**Key Tasks**

1. To assist with the smooth day-to-day running of the Department
2. To keep up to date with national developments in the departmental area, and to remain informed of recommended teaching practice and methodology
3. To have an allocated group of Key SEND students and be the first point of contact in respect of their needs
4. Planning and delivering, in consultation with the SENCO, suitable programmes of work and in-class support strategies for students with SEND.
5. To assist with staff development and CPD training with regard to SEND where appropriate.
6. To work with the SENCO to ensure that students are awarded appropriate examination concessions in respect of their needs and trained in their usage. To deploy support staff to assist with such concessions as appropriate.
7. To report termly to SENCO on departmental intervention performance and resultant student progress so that interventions can be refocused as appropriate
8. Keep detailed records of the progress of key students receiving Learning Support, including writing and reviewing IEP’s and Annual Reviews.
9. To have input into PSP’s or CAF’s as appropriate. Where necessary, to have input into records kept by other staff on students with potential learning inclusion issues.
10. Taking every opportunity to positively engage with parents and carers, forming strong links to communicate regarding all SEND issues related to their children.
11. To write or assist with applications for statutory assessment if required.

**Recording and Assessment**

1. Develop and maintain systems for setting targets for raising achievement
2. Collect and interpret assessment data
3. Set up systems for identifying, assessing and reviewing targets
4. Develop strategies for raising achievement for SEN students and those with social, emotional and medical needs
5. Work with the SENCO, Curriculum Leaders and other middle and senior leaders to develop target-setting and provision-mapping systems for these students.

**Leadership and Management**

1. Work with the SENCO to lead on and monitor all aspects of SEN teaching and learning, including working with targeted groups of students’ specific needs (including dyslexia and autism)
2. Where appropriate, provide training and development for all staff on the principles of effective SEN teaching, learning, target-setting and addressing the specific needs of all students
3. Disseminate good practice across the school.
4. Manage a team of HLTAs and Teaching Assistants
5. Deputise for the SENCO where necessary
6. Work with the SENCO to provide reports to the Governors, the Headteacher and Local Authority on the provision for and progression of students with SEN.

**General Responsibilities**

1. Maintain an up-to-date knowledge of Management Information Systems used by the school
2. Adhere to the school’s Trauma Informed ethos in relation to the development, support, mental health and wellbeing of students
3. Support the wellbeing of self, team and staff members within the school
4. Participate in arrangements for further training and professional development
5. Engage actively in the school Appraisal process, including being an appraiser
6. Help to establish common standards of practice
7. Help to implement school quality procedures and to adhere to those
8. To work with the Head teacher to identify resource needs and to contribute to the efficient / effective use of school resources
9. To actively promote the school’s policies, procedures and codes of practice, including those relating to Health and Safety, Equal Opportunities, Appraisal etc.
10. To be a role model and actively promote the school’s Rights Respecting agenda
11. To understand the importance of inclusion, equality and diversity both when working with students and colleagues and to promote equal opportunities for all.
12. To take a proactive approach to health and safety, working with others to minimise and mitigate potential hazards and risks (including safeguarding students).
13. To maintain confidentiality and observe data protection and associated guidelines where appropriate.
14. To undertake such duties and responsibilities at a similar level as may be agreed with the Head teacher.
15. To implement the school’s Five Respects.
16. Share in the management of the behaviour of students, including at break and lunch time (ensuring via the deployment of all staff ensuring an orderly and purposeful school environment)
17. Maintain appropriate records and to provide relevant accurate and up-to-date information
18. Communicate effectively and professionally with staff, parents, students and external stakeholders as appropriate
19. Follow agreed policies for communications in the school
20. **Ensure that the highest standards of confidentiality are maintained when dealing with any kind of data relating to staff and students**
21. To undertake such other duties as may be reasonably determined by the Head teacher

|  |  |
| --- | --- |
| This **job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.**  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 job applicants or continued employment for any employee who develops a disabling condition. | |
| **Date: March 2023** | **Head teacher: John Cregg** |