



JOB DESCRIPTION 2024

TITLE OF POST:	Deputy SENDCo
RESPONSIBLE TO:	Executive Headteacher, Head of School
LINE MANAGER:	SENDCo
SALARY:	Teachers Main/Upper Pay Scale PLUS TLR 2B

JOB PURPOSE:

- In addition to the requirements of a class teacher and any other related responsibilities, to work in collaboration with the SENDCo to coordinate and facilitate high quality education and outcomes for all students identified as having special educational needs or disabilities.
- To promote, model and lead an inclusive practice to ensure that the school community makes statutory standards and meets the needs of the students within it.

CORE REQUIREMENTS

In fulfilling the requirements of the role, the post holder will demonstrate essential professional characteristics, and in particular will:

- Inspire trust and confidence in colleagues and all other stakeholders.
- Use the performance management process to enhance personal professional practice in line with the school's aspirations and priorities.
- Promote the wider aspirations and values of the school.
- Recognise the importance of confidentiality and uphold the requirements of the new GDPR legislation.
- To be an effective communicator with all stakeholders, visitors and external companies.
- To be not only proactive but also reactive to the daily demands of the role.
- A commitment to safeguarding.

KEY RESPONSIBILITIES

To support the SENDCo in the following areas:

- To work in collaboration with the SENDCo.
- To be responsible for the coordination of interventions and ensure that students' progress is tracked and monitored effectively to enable progress from their starting points.
- To create One Plans and One Page Profiles that meet the needs of students.
- To carry out annual reviews.
- To track and monitor student progress and work alongside colleagues to provide effective educational support.
- To work with parents and carers in partnership to ensure suitable provision for each student.
- To be responsible for monitoring and tracking student progress and implementing appropriate interventions.
- To work with the SENDCo to develop the learning support assistants' pedagogy and support their continuous CPD.
- To performance manage, alongside the SENDCo, the staff within the SEND team.
- To research and investigate best practice so that the school's practices are rigorous and fit for purpose and to disseminate this amongst the team.

- To observe students' working abilities and work with the inclusion co-ordinators to assess their needs in terms of intervention and coordinate with external agencies where necessary
- To work with the SENDCo to build an inclusive culture and work with colleagues to use best practice in their teaching.
- To work closely with the pastoral team to ensure that pastoral and SEND provision is rigorous and complementary. To ensure there are no gaps in provision.
- To model inclusive practices and meeting student needs in their own teaching practice.
- Teaching requirements will depend on the skills and experience of the successful candidate.

Leadership

- Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEND.
- Work with Directors of Learning to further develop the foundation learning programmes.
- Provide training opportunities for inclusion support workers and teaching staff to further develop knowledge about SEND and the four categories of need.
- Disseminate good practice in SEND across the school.
- Lead on annual reviews and one plans as required.
- Identify resources needed to meet the needs of pupils with SEN.
- To deputise for the SENDCo as needed.

GENERAL RESPONSIBILITIES

- To understand and apply school policies in relation to health, safety and welfare.
- Attend relevant training and take responsibility for personal CPD.
- Attend relevant school meetings as required.
- To respect confidentiality at all times.
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- Ensure that all duties and services provided are in accordance with the Sigma Trust's Equal Opportunities Policy.

SAFEGUARDING RESPONSIBILITIES

- Demonstrate a commitment to keeping children and young people safe.
- Report any disclosure made to you to the appropriate person.
- Report any safeguarding concerns in the workplace to the appropriate person.
- Maintain an awareness of the Trust policies in relation to safeguarding.

The Sigma Trust is committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to safer recruitment process, including the disclosure of criminal records and vetting checks. We ensure that we have a range of policies in place which promote safeguarding and safer working practice across our schools.

The Local Governance Committee is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

All employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers and comply with expectations as defined within the school's Code of Conduct and Leave of Absence policies.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Executive Headteacher/Head of School, Sigma Trust committee or the local governance committee to carry out appropriate duties within the context of the job, skills and grade.

This job description is current at the date shown but, in consultation with you, may be changed by the Executive Headteacher/Head of School to reflect or anticipate changes in the job commensurate with the grade and job title.

Signed: Post holder Date:

Signed: Line manager Date:

Signed: Executive Headteacher/Head of School Date:



Person Specification

	Essential	Desirable
Qualifications and experience		
Qualified Teacher Status in the UK (Primary or secondary experience considered)	✓	
Achieved the NA (SENDCo) award or willing to study this qualification.	✓	
Evidence of recent and appropriate professional development.		✓
Established and evidenced practice with children with a variety of SEND.	✓	
Experience of working closely with other colleagues, parents and carers to raise student achievement.	✓	
Teaching and Learning		
A full understanding of what makes excellent pedagogy in an inclusive learning environment.	✓	
An outstanding classroom practitioner across all key stages.	✓	
Use of effective teaching & learning strategies to support the identified needs of a student with complex needs.	✓	
Planning and delivery of clear, focussed, successful lessons.	✓	
Ability to adapt teaching to meet the needs of all learners.	✓	
Able to build positive working relationships with learners and develop a calm and safe environment for learning.	✓	
Excellent knowledge assessment of learning and evidence of how this has been used effectively in the classroom.	✓	
SEND and leadership		
The ability to lead, manage, develop and inspire people individually and as a team.	✓	
Knowledge of the SEND Code of Practice.	✓	
The ability to lead, manage, develop and inspire people individually and as a team.	✓	
Evidence of using provision well to meet the needs of learners with SEND.		✓
Knowledge of one planning and annual reviews.	✓	
Knowledge of the range and type of interventions and provision available.	✓	
Experience of analysing and interpreting data.		✓
Evidence of working with external agencies.		✓
Personal		
A passion for the education of students who are identified as having SEND.	✓	
Self motivated, able to work on initiative and manage own workload.	✓	
Ability to work to deadlines and well under pressure.	✓	
Able to prioritise and manage time effectively.	✓	
Excellent interpersonal skills.	✓	
Excellent communication skills with all stakeholders.	✓	
Approachable and flexible.	✓	
A genuine commitment to inclusive education for students in a comprehensive and a multi-cultural environment.	✓	

Ambition and drive.	✓	
A willingness to contribute to the wider life of the school.	✓	
A commitment to promoting equality, diversity and inclusion in school.	✓	

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