



Trinity Academy

Deputy SENDCo Communication & Interaction (part-time)

Job description

Job title	Deputy SENDCo Communication & Interaction (part-time)
Location	Trinity Academy
Salary	For teachers: M-UPS plus CST Responsibility allowance 1 (£3,523) For support staff: N20-N28 FTE (FTE of £32,597- £39,152) plus CST Responsibility allowance 1 (£3,523) Actual £29,525 - £35,463 plus CST Responsibility allowance 1 (£3,523)
Role Summary	To embrace the mission and values of Trinity Academy, ensuring that every child achieves their absolute best by helping to support and remove barriers for students with SEND.
Working pattern	0.6
Responsibilities	Purpose of the role • To support the SENDCo and Senior Deputy SENDCo to develop and oversee provision for students with SEND • To lead on monitoring and reviewing provision for students with EHCP's • To contribute to the development of staff within the Learning Support Department • To ensure that all SEND students at Trinity Academy achieve their absolute best in line with Trinity's mission statement and values Responsibilities of the role The Deputy SENDCo has three main foci: 1. Quality assuring EHCP Provisions and leading on Annual Reviews 2. Line managing Learning Support Assistants 3. Contributing to the development of Learning Support Assistants The role will therefore involve the following responsibilities:



Specific Responsibilities

- Lead effective interventions and provisions for students with Communication and Interaction needs
- Ensure interventions are appropriate for students needs and grounded in evidence-based research
- Regularly assess students in line with the school's policy and make adaptations to improve the student experience with an aim to improve both academic and pastoral outcomes
- Make referrals and liaise with professionals outside of the school, including educational psychologists, health and social care providers, speech and language therapists and occupational therapists
- Implement recommendations from external agencies and share best practice with teaching, learning support and pastoral colleagues
- Run Annual Review meetings for students with EHCPs
- Develop and maintain systems for keeping pupil records, ensuring information is accurate and to date
- Work closely with the SENDCo to support and plan for alternative curriculum provision where needed
- Keep up to date with national and local policies related to SEND and cascade information to colleagues
- Have a strong understanding of the responsibilities in the Equality Act 2010 and the SEND Code of Practice

Leadership and Management Responsibilities

- Line manage Lead Learning Support Assistants and support them to manage their sub-teams linked to each area of need
- Contribute to the training of Learning Support Assistants to improve pupil progress and outcomes
- Support Lead Learning Support Assistants with medium term planning for interventions in their specialist area
- Provide advice, guidance and training to classroom teachers on supporting pupils with SEND
- Support teachers to develop and implement effective schemes of work and learning strategies for pupils with SEND (Teacher pay-scale only)
- Work with pastoral leaders to set targets for behaviour and attendance, including regular review points throughout the year



	• Ensure consistent alignment with whole school systems and structures, including engagement with parents/carers, departmental improvement planning and quality assurance • Be willing to engage with and contribute to our culture of high challenge and high support, in order to develop yourself as a leader and colleagues across our community Other such appropriate duties as shall be required by the Headteacher in accordance with responsibility. Further duties will be discussed at interview. As a growing Trust there is incredible opportunity for professional development. The Trust also offers excellent benefits including: • The chance to join a growing organisation during an extremely exciting time, with the opportunity for development. • Membership to the Local Government Pension Scheme. • Employees can join our cycle-to-work scheme. • A 24/7 employee assistance programme which provides counselling, support and advice on a wide array of areas. • Considerable opportunity for career development both within the school and across the Cathedral Schools Trust. The ability to contribute to other co-curricular areas of Trinity life (e.g. team sports, music, drama, equalities or other co-curricular activities to be agreed) will be highly desirable. Note: The duties outlined in this job description may be modified, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. This document does not form part of your contract of employment with the school.
Reporting to	Deputy Head with oversight of cover
Safeguarding	<i>We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. All posts at Cathedral Schools Trust are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.</i>

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Person Specification

We are committed to creating an inclusive working environment. If you are excited about this role and can demonstrate many but not all of the areas below, we would encourage you to apply as you may just be the person we are looking for.

The listed criteria will be reviewed across the stages of our recruitment process, including application form, personal statement (within the application form), interview, references and certificates.

Skills and personal attributes:

(Personal competencies, qualities, attitude and behaviours that will allow you to perform effectively in the role, ensuring the safeguarding and welfare of children and young people)

Essential for this role:

- Commitment to safeguarding and promoting the welfare of children, young people and adults.
- Ability to communicate effectively with your team
- A meticulous approach to planning, implementing and reviewing
- A strong team player
- A genuine care and respect of students and colleagues
- Integrity
- Ability to ensure and deliver effective safeguarding
- Commitment to safeguarding and promoting the welfare of children and young people

You are likely to have:

- A clear vision for the provision of students with special education or behaviour needs
- Experience of strategic leadership
- Sense of humour
- Ability to work well under pressure
- 'Can do attitude' willing to engage in the whole of the new Academy's life
- Strong values and outcomes driven for Head, Heart and Soul

You may have:

Knowledge and qualifications:

(Professional, technical or academic qualifications that you have achieved relevant to this role)

Essential for this role:

- Good Degree or equivalent in any subject
- Commitment to further professional development

You are likely to have:

- Further professional qualifications
- Understanding of SEND funding and statutory requirements

You may have:

- QTS

Experience:

(Please draw upon experience and achievements gained through paid employment, voluntary work or personal life experience relevant to this role)

Essential for this role:

- Experience of working with young people

You may have:

- Classroom teaching in a secondary school
- Successful experience of implementing and managing change.
- Experience of school improvement and strategic planning.

Cathedral Schools Trust is an equal opportunities employer and recognises the strength in diversity. Our schools have a wide range of cultural, socio economic and religious influences and we use this to ensure that we broaden our understanding of each other and the world. Applications are welcome from all suitably qualified candidates regardless of race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, gender reassignment, disability or age, and maternity, marital or civil partner status. We particularly encourage applications from under-represented groups.

As part of our commitment to equal opportunities, we ask that all applications are made using our application form and are accompanied by an equal opportunities form. The equal opportunities form is anonymous and is not shared with the shortlisting panel.