**Windmill L.E.A.D. Academy**

**Deputy SENDCo**

*Primary Aim:*

*To support the strategic development and implementation of inclusive, high-quality SEND provision across the school, ensuring that all pupils with special educational needs and/or disabilities are identified early, supported effectively, and enabled to thrive both academically and personally.*

**JOB DESCRIPTION**

**Strategic purpose and leadership role**

* Support the strategic development and implementation of the school’s SEND policy and provision, working closely with the SENDCo and senior leadership team.
* Lead and contribute to team meetings such as the ‘Team Around the Child’ (TAC) and ‘SEND Team’ meetings, ensuring actions are clear, purposeful and followed through.
* Support the senior leadership team in fostering a culture of excellence, equity and high expectations for all learners, in line with the values of the L.E.A.D. Academy Trust.
* Continuously reflect on and improve professional practice through self-evaluation, with a focus on enhancing learning, progress, and pastoral outcomes for pupils with SEND.
* Help maintain a safe, inclusive, and nurturing school environment that supports the wellbeing and welfare of all pupils.
* Uphold and actively promote safeguarding and child protection policies and procedures at all times.
* Assist in monitoring and evaluating the quality and impact of teaching, interventions, and outcomes for pupils with SEND through effective data analysis and provision reviews.
* Take responsibility for the day-to-day coordination of specific support and provision for identified pupils with SEND, ensuring their needs are well met.
* Support the effective use of resources allocated for pupils with SEND and ensure they are used purposefully and with measurable impact.
* Identify and support the professional development needs of staff within your area of responsibility, fostering an inclusive approach to SEND across the school.
* Act as a role model and coach for staff, sharing knowledge and good practice to build capacity and confidence in inclusive teaching.
* Stay up to date with national and local developments in SEND and share relevant updates with staff to inform whole-school practice.
* Carry out additional responsibilities in line with the professional duties outlined in the current School Teachers’ Pay and Conditions Document, as required by the SENDCo or Headteacher.
* Provide regular updates and feedback to the SENDCo, SLT, and governors, as appropriate.

**Core responsibilities**

**Teaching and learning**

1. Teaching and Learning

* Promote high expectations for all staff working with pupils with SEND, modelling best practice that inspires and challenges all learners.
* Contribute to the development of a safe, stimulating, and inclusive learning environment rooted in mutual respect.
* Demonstrate and encourage the positive attitudes, values and behaviours expected across the school community.
* Assist in the identification of pupils with emerging SEND needs, and support staff in implementing appropriate strategies and interventions to meet those needs.
* Work with class teachers to ensure high-quality, adaptive teaching and support for pupils with SEND.

**2. Progress and Outcomes**

* Demonstrate a secure understanding of how pupils with SEND learn and how to adapt teaching to meet their needs.
* Monitor and evaluate the impact of SEND interventions, using data and pupil feedback to support continuous improvement.
* Assist in tracking progress of pupils with SEND across the school and help identify areas where provision needs adjustment.
* Support the effective and efficient use of SEND funding, advising on changes that could improve impact.
* Support the SENDCo in coordinating provision that meets pupils' needs and contributes to strong outcomes.

**3. Curriculum and Subject Knowledge**

* Stay informed about national and local developments in SEND and inclusion, sharing relevant updates with colleagues.
* Promote an inclusive curriculum that reflects high academic standards and offers broad access for all pupils.
* Support high standards of literacy, communication, and language development across all areas of the curriculum.
* Have an awareness of the Local Offer and how it supports the school’s SEND provision.

**4. Adapting Teaching and Provision**

* Support the SENDCo in maintaining a strategic overview of SEND provision and contribute to its development and evaluation.
* Contribute to the school’s self-evaluation processes, with a focus on provision and outcomes for pupils with SEND.
* Help staff to recognise and overcome barriers to learning, ensuring pupils' strengths are maximised and needs supported.
* Supporting the use of digital tools and resources to enhance access and learning for SEND pupils.
* Given the school’s diversity, highlighting the importance of cultural and linguistic awareness in supporting SEND pupils.

**5. Assessment**

* Support staff in the use of formative and summative assessments to monitor and secure progress for pupils with SEND.
* Help analyse relevant data (attainment, progress, behaviour, attendance) to inform planning and targeted support.
* Contribute to the assessment processes linked to EHCPs and Annual Reviews where required.

**6. Behaviour, Safeguarding, and Wellbeing**

* Promote a positive and inclusive school culture where behaviour is managed effectively and consistently.
* Support staff in using a range of strategies to promote positive behaviour and emotional regulation among SEND pupils.
* Help ensure pupils with SEND feel safe, valued, and supported at all times.
* Adhere to and help enforce the school’s safeguarding and child protection procedures.
* Carry out duties (e.g. playtime, bus, transitions) in line with professional expectations and safeguarding principles.
* Ensuring that pupils with SEND are actively involved in shaping their provision and reviewing progress.
* Supporting pupils with SEND through key transition points (e.g. Y6 to Y7, or into/out of Enhanced Provision).

**7. Wider Professional Responsibilities**

* Contribute to the wider life of the school, supporting events, enrichment activities, and whole-school priorities.
* Build positive relationships with pupils, families, and external professionals to support SEND provision.
* Support the effective deployment of support staff to meet the needs of SEND pupils.
* Share responsibility for clear communication with families regarding pupil needs, progress, and support strategies.
* Provide accurate and timely information to the SENDCo and SLT to support decision-making and planning.
* Carry out reasonable additional duties as requested by the SENDCo or Headteacher.

**8. Teamwork and Collaboration**

* Take part in professional meetings and CPD opportunities related to SEND, curriculum, and pastoral matters.
* Work collaboratively with colleagues to share best practice and contribute to a strong team ethos.
* Support the induction and development of new staff, NQTs, and TAs working with SEND pupils.
* Support links with early years providers, other schools, and external agencies including health and social care.
* Act as a key contact for external agencies as delegated by the SENDCo.

**9. Administration and Policy Implementation**

* Support the implementation of the SEND policy and ensure its aims are reflected in day-to-day practice.
* Support the preparation and submission of high-quality documentation required for securing additional funding (e.g. EHCP applications), ensuring evidence is accurate, timely, and clearly demonstrates pupil need and provision.
* Maintain accurate records of SEND pupils, interventions, and outcomes.
* Contribute to maintaining and updating the SEND register and provision map.
* Advise on the effective deployment of resources and interventions to support SEND pupils.

**10. Professional Development**

* Engage in ongoing professional learning and contribute to the training of colleagues in effective SEND practices.
* Take responsibility for developing leadership skills through performance management and self-reflection.

**11. Modelling Best Practice**

* Act as a positive role model in teaching, professionalism, and teamwork.
* Deliver high-quality model lessons or interventions when required.
* Demonstrate a commitment to inclusive values, the school’s ethos, and the vision of the L.E.A.D. Academy Trust.
* Support SEND pupils to access all aspects of school life, including the curriculum, enrichment, and community events.
* Lead a subject (or aspect) across school to an exemplar standard.

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

This job description is current at the date shown, but in consultation with you may be changed to reflect or anticipate changes in the job, commensurate with the grade and job title. This includes changes to National Teacher Standards and requirements of the professional role.

**PERSON SPECIFICATION**

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| **Criteria** | **Details** | **Essential**  **or Desirable** | **Application or**  **Interview** |
| **Qualifications and Experience** | * Qualified teacher with QTS * Actively working towards or aspiring to complete the National Award for SEN Coordination (if not already acquired) * Proven experience in supporting and teaching primary-aged pupils with a wide range of SEND * Experience of coordinating SEND provision, interventions, or a relevant curriculum or development project * Evidence of ongoing professional development linked to SEND, inclusive practice, or leadership | **E**  **D**  **E**  **E**  **E** | **A**  **A I**  **A I**  **A I**  **A I** |
| **Knowledge and Understanding** | * Strong knowledge of a wide range of SEND needs and effective support strategies/interventions * Clear understanding how pupils with SEND learn and how to adapt provision to meet diverse needs * Skilled in using assessment and pupil progress data to inform effective support and next steps * Demonstrates high expectations, positive relationships, and inclusive practice * Keeps up to date with national and local SEND guidance, research, and policy * Excellent communication skills – verbal, written, and digital – when working with a range of audiences, including parents and professionals * Builds collaborative, supportive relationships with staff and external agencies to improve outcomes for children * Demonstrates professionalism, empathy, and integrity in all aspects of school life | **E**  **E**  **E**  **E**  **E**  **E**  **E**  **E** | **A I**  **A I**  **A I**  **A I**  **I**  **A I**  **A I**  **A I** |
| **Pupils and Staff** | * Committed to providing pupils with SEND the tools to thrive emotionally, socially, and academically * Demonstrates and promotes the highest standards of inclusive teaching and support * Champions the voice, rights, and aspirations of all pupils with SEND * Maintains a strong understanding of safeguarding principles and practices * Supports the professional development of colleagues through coaching, guidance, and modelling effective practice * Fosters a culture of ambition, equity, and wellbeing for all children | **E**  **E**  **E**  **E**  **D**  **E** | **A I**  **I**  **A I**  **A I**  **A I**  **A I** |
| **Systems and Processes** | * Supports the SENDCo and senior leadership team in embedding a strategic, whole-school approach to SEND * Supports the monitoring and evaluation of SEND provision across the school * Understands how to prepare effective documentation to support funding requests and statutory assessments * Ensures record keeping is thorough, up to date, and compliant with statutory requirements | **E**  **E**  **D**  **E** | **I**  **I**  **I**  **A I** |
| **Continuous Improvement** | * Actively engages with evidence-based practice to improve provision and outcomes for pupils with SEND * Builds strong relationships with families, external agencies, and the wider community * Embraces change, seeks feedback, and strives for continuous improvement in SEND provision and inclusive practice * Values and contributes to the wider development of the school and the trust | **E**  **E**  **E**  **E** | **I**  **I**  **I**  **I** |
| **Personal Qualities** | * Deeply committed to improving the life chances of all children, particularly those with additional needs * Empathetic to the needs and experiences of others, warm, approachable, and able to build trusting relationships with children and adults * Solution-focused, calm under pressure, and resilient in the face of challenges * A reflective practitioner who leads by example * Passionate about inclusion, equity, and ensuring that every child can thrive * Demonstrates alignment with the values and principles of the L.E.A.D. Academy Trust | **E**  **E**  **E**  **E**  **E**  **E** | **A I**  **A I**  **I**  **A I**  **A I**  **A I** |

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

At L.E.A.D we have a strong vision and four core principles, to lead, empower, achieve and drive, which you will be expected to demonstrate in your working practices.