Job Title: Deputy SENDCO	**Pay Scale:** PPS14
Normal Place of Work: The Priory Pembroke Academy	**Line Manager:** SENDCO

Role Summary:

- To support the SENDCO in leading the provision for SEND and help plan initiatives.
- To deputise for the SENDCO in matters relating to SEND.
- To liaise with multiple external agencies and stakeholders to ensure that individual SEND targets and the requirements of EHCPs are met fully.
- To provide administrative support for the Academy in relation to SEND.
- To support the SENDCO in managing the implementation of an inclusive curriculum.
- To assist in supporting those with additional needs.
- To maintain own CPD ensuring relevant and up to date knowledge of all matters relating to SEN/Additional Needs is in line with current legislation.

DUTIES AND RESPONSIBILITIES

1. To support the Academy SENDCO in leading the provision for SEND, in all matters concerning students' Additional Needs;
   - To liaise with the Academy SENDCO, Senior Leadership Teams, Safeguarding, Teachers, Pupil Support Assistants, Administrative and Support Staff on matters relating to meeting pupil's additional needs.
   - To discuss pupils' needs with staff and their concerns with regard to initial identification of pupils with Special Educational Needs informed by observation, review and data.
   - To interact professionally with colleagues to ensure understanding and awareness of responsibilities of all colleagues regarding the support for all SEND students.
   - To arrange and attend meetings with outside agencies. To follow up accordingly, receive feedback, follow up agreed strategies/actions, maintain records of involvement, and agreed interventions with relevant stakeholders. Liaise with staff prior to the meeting, seek parental agreement, discuss individual pupil's needs in detail, follow up agreed referrals and suggested actions.
   - To liaise with Additional Needs Services, Educational Psychologist, School Nurse, Health Visitor, WTT, Physiotherapist, Occupational Therapist, Speech and Language Therapist, Community Pediatrician, CAMHS, Parent Partnership and other support services, as necessary.
   - To work with the other members of the SEN team to support open evenings and parents' events.
   - To work closely with parents supporting them and their children in meeting a wide range of needs.
   - To contribute to the SEN Provision Map identifying students' needs and provision made or proposed.
   - To work with class teachers and pastoral support to develop effective transitions for young people joining or leaving the academy.

2. To provide administrative support for the academy in relation to Special Educational Needs;
   - To support the Academy SENDCO in responding to parental queries regarding SEND in the academy.
   - To maintain students' files and profiles on paper and electronically on SIMS and SharePoint.
   - To keep dated records of meetings/involvement/actions on each individual student's record of SEN.
   - To ensure Student Profiles are shared with all staff working with the student.

- To support in the collation of all paperwork, forms, evidence, reports and minutes etc, for referrals requesting consideration for an EHCP.
- To maintain the SEN register, SEN resources, advise on access arrangements and arrange for regular maintenance of specialised equipment (in relation to exams).
- To be skilled on the Lincolnshire HUB to use the system to: arrange dates, send out invitations, and complete paperwork for Annual Reviews of EHCPs.
- To help the Academy SENDCO complete and review Health Care Plans, Pupil Support Plans and applications for additional support funding and Medical funding along with supporting paperwork.
- To write supporting letters for parents to GP, Child Health, Community Pediatrician. To support parents in applying for courses and conferences.

3. To assist in supporting those with additional needs
   - Be flexible in your approach to accommodate those specific needs as outlined within the student profile information. This may result in providing 1-2-1 regulation time to support individual students.
   - To monitor and review pupils' progress at agreed intervals.

4. To maintain own CPD ensuring relevant and up to date knowledge of all matters relating to SEN/Additional Needs is in line with current legislation, guidance and to attend staff training as required.
   - To act in accordance with Federation policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management.
   - To work with the SENDCO and other members of the SEN team to discuss future initiatives – national and local.
   - To assist in arranging staff training and development and with line management of the Pupil Support Assistants.

Key Relationships

The post holder will be expected to develop and maintain good relationships with:

• Head Teacher, SLT and all Trust staff	To ensure a high quality service is provided that meets the needs of the Trust.
• External Agencies	
• Parents and Students	
• Visitors	

Generic Responsibilities

- Represent and promote The Priory Federation of Academies' values internally and externally.
- Ensure that the Federations internal customers receive an excellent customer service experience in all dealings with the service.
- Deliver your day to day duties consistently with the agreed service level.
- Act as a champion for change and improvement, constantly enhancing quality.
- Contribute to the annual quality review of the service and the programme of continuous improvement.
- Actively promote and act, at all times, in accordance with Federation policies, e.g. Health and Safety, Equal Opportunities and Safeguarding.
- Make a commitment and contribution to improving standards for pupils, as appropriate.
- Contribute to the maintenance of a caring and stimulating environment for pupils.
- Undertake other duties commensurate with the job level.

The post holder will interact professionally with colleagues to ensure understanding and awareness of responsibilities of all colleagues and undergo any relevant training.

Elements of this job description may be changed following consultation with your manager.

TERMS OF EMPLOYMENT

All offers of employment are subject to The Trust receiving proof of identity, two satisfactory references, satisfactory health and enhanced DBS checks, a signed Code of Conduct, evidence of your relevant qualifications and successful completion of a 6 month probation period.

HEALTH AND SAFETY

All employees are responsible for reading, understanding and carrying out the requirements of The Trust's Health and Safety policy and for informing a relevant person if they become aware of any non-compliance with the policy or of any identified training needs.

HOURS OF WORK

The Academy day is between 8:00 am and 6:00 pm. A flexible approach to working is expected as some tasks may be required to be carried out in the evenings and during holiday periods.

CONTINUAL PROFESSIONAL DEVELOPMENT

The Trust requires individuals to identify and analyse their own training and development needs and to actively participate in the design of a development plan to meet these needs and the needs of the Academy. This may be achieved through an appraisal process.

The post holder should recognise and take advantage of development opportunities and should periodically review their own progress towards meeting previously agreed goals.

CONDITIONS OF SERVICE

Governed by the National Agreement on Pay and Conditions of Service supplemented by local conditions as adopted.

SPECIAL ARRANGEMENTS

The post holder may be required to work outside of normal academy hours on occasion, with due notice.

SAFEGUARDING STATEMENT

The Priory Federation of Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

EQUALITY, DIVERSITY AND INCLUSION

The Priory Federation of Academies Trust is committed to maintaining a diverse workforce and an inclusive environment for all. Our aim, embedded in the Trust Values, is to enrich our workforce at every level and we encourage applications from all under-represented groups.

Person Specification – Deputy SENDCO

		Essential	Desirable	How assessed*
	QUALIFICATIONS			
1.	SEN qualification such as NVQ level 3 or NPQSEND		**X**	AF / Cert
2.	Level 2 IT qualification/experience or equivalent	**X**		AF / Cert
3.	GCSE or equivalent in both English and Maths (grade 4 or above)	**X**		AF / Cert
4.	Qualification in SEN		**X**	AF / Cert
5.	ELSA qualification		**X**	AF / Cert
	KNOWLEDGE AND EXPERIENCE (UP TO DATE/ CURRENT)			
6.	Experience of working with students	**X**		AF / IV
7.	A knowledge and understanding of student intervention techniques	**X**		AF / IV
8.	Experience of supporting groups of students as well as students on a one to one basis	**X**		AF / IV
9.	A knowledge and understanding of the pastoral needs of students and SEND	**X**		AF / IV
10.	Up to date and current experience of working in SEN	**X**		AF / IV
11.	Experience of working with external agencies to support the needs of students through bespoke intervention plans (Specialist Teaching Team, Educational Psychologist)		**X**	AF/ IV
	SKILLS AND ABILITIES			
12.	Ability to motivate students, good interpersonal skills	**X**		AF / IV
13.	Must accept and actively support The Federation's agreed values	**X**		AF / IV
14.	The ability to adapt to meet the needs of the pupils	**X**		AF / IV
15.	Excellent organisational skills and the ability to multi-task	**X**		AF / IV
16.	Ability to motivate and develop self	**X**		AF / IV
17.	Ability to work on own initiative and as part of a team	**X**		AF / IV
18.	Excellent oral and communication skills	**X**		AF / IV
19.	Ability to use IT at a level commensurate with job role	**X**		AF / IV
20.	Professional and responsive attitude and behaviour towards colleagues and clients	**X**		AF / IV
21.	Ability to work flexibly, including supporting student trips and residentials which may involve evening and weekend work	**X**		AF / IV

***Key to how skills are assessed:**

AF = Skill assessed via application form
AT = Skill assessed via test/work-related task
IV = Skill assessed via interview
Cert = Certificate checked at interview

I have read and accept the content of the job description.

Signed Line Manager : .....

Dated: ……..

Employee Name:……..

Signed Employee……

Dated……..