

Post: Deputy SENDCo
Salary Grade: LP1 to LP5, £47,416 to £52,338
Responsible to: SENDCo

Core Purpose

The Deputy SENDCo, under the direction of the SENDCo, will:

- Be responsible for the strategic and day to day operational leadership of our SEND SEMH provision, ensuring that individual pupils are well supported, and make good progress.
- Be the nominated SEND lead for SEMH pupils, identifying needs, taking part in termly and annual reviews, the writing of, and overseeing the effective implementation of, pupil centred plans.
- Lead on the writing of EHCPs and responding to school placement consults for pupils with SEMH.
- Work to reduce barriers to the success of SEMH pupils, co-ordinating and, where appropriate, leading on SEMH interventions.
- Provide professional guidance and CPDL to colleagues within the SEND team and wider school.
- Support the SENDCo in leading our wider SEND provision, undertaking quality assurance activities and line management of some staff.
- Deputise for the SENDCo where required.

In addition the post holder will be required to work towards completion of the NPQ for SENCOs.

Responsibilities

1. Supporting the SENDCo in the leadership of the SEND Team

Ensuring staff in the team are motivated, challenged and supported in meeting Job Descriptions.

1.1 Effectively improve the quality of SEND provision through supporting the SENDCo in having a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision for SEND pupils; working collaboratively with Faculty Leaders and the SEND team to map effective provision; contributing to school self-evaluation, particularly with respect to provision for pupils with SEND and SEMH; ensuring the SEND policy is followed by all staff.

1.2 Establish a high performing team through modelling effective practice personally; supporting the setting of appropriate faculty objectives; ensuring communication within the team is effective; motivating colleagues to produce their very

best; effective use of the appraisal policy; training, mentoring and coaching colleagues as appropriate; creating a culture of high expectations.

1.3 Meeting the whole school responsibilities of a Deputy SENDCO through ensuring whole school policies are met; supporting elements of the School Improvement Plan; liaising effectively with other stakeholder groups, including governors; being proactive in supporting and challenging staff across the school; contributing to whole school CPDL; liaising effectively with faculty, pastoral and achievement team leaders; making a significant contribution to the formulation of whole school policy.

1.4 Demonstrating the qualities expected of a leader at Whickham School through effective communication and decision making in line with the school's vision and values; upholding the school values and ethos at all times; developing others to be the best they can be through modelling and coaching; meeting deadlines; being a presence around the school site; attending school events.

1.5 Supporting the SENDCO in developing leadership capacity with the SEND team through creating an environment where staff feel empowered; providing opportunities for colleagues to develop leadership skills.

**2. Supporting the SENDCO in the continual development of SEND provision
Ensuring the quality of provision for SEND pupils is supportive and challenging.**

2.1 Supporting the SENDCO to ensure policy and practice is effective, challenging and meets statutory requirements through maintaining an up-to-date knowledge of policy and national and local initiatives which may affect the school's practice; ensuring all staff understand any changes to statutory requirements and where appropriate adjust practice; evaluating funding and spending within SEND, ensuring that opportunities for additional funding are taken.

2.2 Supporting the SENDCO to ensure the effective operation of the SEND policy and coordination of provision in a person centred way through maintaining an accurate SEND register and provision map; being aware of the provision in the local offer; working with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies to ensure the correct level of support is in place for pupils and having impact; being a key point of contact for external agencies.

2.3 Supporting the SENDCO to ensure high-quality support is in place for pupils with SEND through identifying pupils' SEND and overseeing a robust referral process; co-ordinating provision that meets the pupils' needs, and through robust QA monitoring its effectiveness; securing relevant services for the pupil; ensuring records are maintained and kept up to date; regularly reviewing the education, health and care plans (EHCPs) with parents or carers and the pupil. promoting the pupils' inclusion in the school community and access to the curriculum, facilities and extra-curricular

activities; working closely with other teams within school – pastoral, mental health, achievement - to support children with SEND.

2.4 Supporting the SENDCO to ensure effective communication of the needs of SEND pupils through ensuring regular communications take place with parents and carers; ensuring staff have a clear understanding of individual pupils needs; ensuring that pupils who transfer to/from another school arrive with all relevant information to support their start in a new school; liaising with pastoral leaders and primary staff to ensure transition from primary schools is highly effective; ensuring post-16 transition and destination support is effective;

2.5 Supporting the SENDCo to ensure high quality SEMH Provision through the careful monitoring of programmes that support SEMH pupils being able to access academic support and guidance, developing social, emotional and communication skills and manage change; work closely with the senior TA (SEMH) to monitor and support the progress and attainment of SEMH pupils; plan and facilitate SEMH Transition visits and activities that including pupils and parents.

3. Teaching, learning and assessment

The Deputy SENDCo will work collaboratively with the SENDCo and Faculty Leaders to ensure that teaching, learning and assessment of SEND pupils is of a high quality which results in pupils making strong progress. This will be monitored and evaluated through a rigorous QA schedule.

3.1 Supporting the SENDCo to ensure that SEND pupils receive high quality learning experiences that lead to good progress through the use of staff meeting and training time to develop staff skills and practice; developing clear communications systems that provide staff with accurate and up to date information on SEND pupils; providing guidance to colleagues on teaching pupils with SEND or a disability, and advise on the graduated approach to SEND support; ensure staff use appropriate strategies to meet the needs of individuals; acting as a champion for SEND pupils ensuring that academic expectations are appropriately challenging.

3.2 Supporting the SENDCo to ensure that interventions and support for SEND pupils are effective and lead to good outcomes through the effective deployment of teaching assistants; ensuring that interventions are challenging, meet the needs of pupils; monitoring and evaluating interventions to ensure they have a positive impact and are time bound.

3.3 Supporting the SENDCo and Faculty Leaders in ensuring that staff adapt teaching to meet the needs of all pupils through using appropriate techniques and resources to adapt and scaffold learning; planning how TAs are used within faculties to support learning in the classroom; understanding the individual needs of pupils they teach and take these needs into account when planning; ensuring that feedback is personalised to individual pupils.

4. Learning environment

The SENDCo and Deputy SENDCo work closely with Faculty Leaders to ensure learning environments across the school enable SEND pupils to learn in an effective and safe environment.

4.1 Pupil behaviour is consistently good through ensuring classroom routines are followed by all staff; staff effectively manage pupil behaviour; staff motivate and reward pupils who demonstrate good learning habits; staff have high expectations of pupil behaviour and act when these are not met; staff developing good relationships, exercising appropriate authority and acting decisively where appropriate.

4.2 Operational faculty performance is maximised through efficient systems and processes for communication; effective management of physical resources; efficient and effective deployment of staff; application of the school Safeguarding and Health and Safety Policies; effective management of the team budget.

4.3 SEND areas promote learning through being well presented and tidy; use of displays to promote and consolidate learning and high aspirations; organised to facilitate effective learning; safe places to work.

The post holder is expected to be present at parent & open evenings and to attend training and professional development events.

The postholder is also expected to undertake any other duty as specified by School Teachers Pay & Conditions Document not mentioned above. You will be expected to meet the professional standards of a teacher, as defined in the STPCD. This is to be seen as additional to the role defined by the Subject Teacher Job Description.

The postholder is also expected to carry out any reasonable request made by the Headteacher or line manager. No Job Description can be fully comprehensive and this is, therefore, subject to review and modification, as necessary.

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1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.
 2. To carry out any reasonable request made by the Headteacher or line manager.
 3. No Job Description can be fully comprehensive and this is, therefore, subject to review and modification, as necessary.

Signed (Post holder)
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