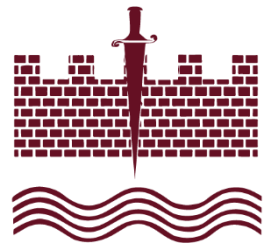




JOB DESCRIPTION



Job Title: DEPUTY SENCO

Liaison With: SENCO, Assistant to the SENCO, SLT

KEY ROLE:

The post holder is responsible for:

- You will assist the SENCO in the day-to-day running of the SEND (Special Education Needs and Disability) provision at Shoeburyness High School
- In assisting with identification, assessment and provision for all the students with SEND.
- The Deputy SENCO will support the SENCo with providing strategic vision for the department.
- You will support the SENCO with updates and review the Additional Needs register incorporating the Graduated Approach to SEND and aid in preparation of Annual Review paperwork.
- You will assist the SENCO in leading the provision for SEND within the main school to ensure high quality provision for all SEN students.
- You will develop curriculum resources to ensure that students are identified with SEN on the Student Support Register have the required levels of support.
- Promoting student inclusion across the school community and curriculum.

MAIN DUTIES AND RESPONSIBILITIES

- To liaise with and ensure that accurate and detailed records are kept, including discussions with parents and outside agencies.
- To support the SENCO in devising, implementing, and updating processes and policies which reflect the school's commitment to high achievement, and effective teaching and learning.
- To support the SENCO in the analysis and interpretation of relevant national, local, and school student data, plus research and inspection evidence, practices, expectations, targets, and teaching methods
- To use data effectively to identify students who are significantly and persistently underachieving and where necessary create and implement effective plans for action to support students.
- To assist with staff development and INSET training with regard to SEND where appropriate.
- To work with the SENCO on the development and implementation of a school improvement plan, helping to ensure the SEND students make progress in learning.
- To work with the SENCO to ensure smooth transition from Primary Partners
- To work with the SENCO, in agreement with parents, to refer SEND students to outside agencies / applications for resources and assessments.

- Manage and lead the Reading strategy?
- Assist in the personal development of students
- Keep detailed records of the progress of students receiving support and update Individual Support Plans.
- Engage in liaison meetings with outside agencies under direction of the SENCO. E.g. Ed Psych, Speech, and Language service, etc.
- Monitor student progress through the use of ISP's) and department assessment data to ensure that appropriate intervention strategies that raise overall standards are implemented.
- Take every opportunity to positively engage with parents and careers, forming strong links to communicate regarding all SEND issues related to their children.
- To write or assist with applications for statutory assessment alongside SENCO.

GENERAL

- 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 ensure that all administrative duties, checks, documentation, reports and returns are completed accurately and submitted within required deadlines.
- To commit to completing any additional qualifications, including QTS if employed as an unqualified teacher, within the agreed timescale and conditions of the appointment in the Trust and relevant SENCO qualification.
- To ensure regular and punctual attendance, following the appropriate process for reporting absence as set out in the Employee Code of Conduct and the Trust Sickness policy.
- To deal with correspondence promptly and as required
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- To ensure that all Trust policies and procedures are followed.
- To ensure that all duties and services provided are in accordance with the Trust's Equality, Diversity and Inclusion Policy and practices in respect of both employment issues and the delivery of services to the community.
- To ensure that all duties and services provided are in accordance with the Trust's Data Protection Policy and practices and reporting to the DPO any concerns or requests.
- To undertake any training commensurate to the post and attend relevant meetings as required by the Trust.

Post Holder's Name:

Signature: **Date:**

Line Manager's Name:

Signature: **Date:**

**Job Role
Person Specification**

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • QTS • Other qualification appropriate to the level of post 	<ul style="list-style-type: none"> • NASENCO qualification (or equivalent) • Evidence of further CPD
Experience	<ul style="list-style-type: none"> • Experience of working within at least one key stage • Experience of working with the National Curriculum 	<ul style="list-style-type: none"> • Experience of teaching within at least one School • Experience of teaching within more than one key stage • Experience of working within a Multi Academy Trust
Knowledge and Skills	<ul style="list-style-type: none"> • The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) • Understanding of relevant and appropriate behaviour management strategies in the classroom • Understanding of Statutory National Curriculum requirements across the relevant sector • Monitoring, recording of a subject area, • Understand the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND as well as Safeguarding & Child Protection; • The positive links necessary within school and with all its stakeholders; • Ability to prioritise work effectively • Ability to work flexibly to meet deadlines and respond to unplanned situations • Ability to respond positively to and actively support Senior Management within the Trust • Promote the school's and Trust's aims positively, and 	<ul style="list-style-type: none"> • Knowledge of recent DFE legislation, policy and practice • Knowledge of up-to-date OFSTED framework • Understanding of linear curriculum for the age range 2 to 18

	<p>use effective strategies to monitor motivation and morale;</p> <ul style="list-style-type: none"> • Develop good personal relationships across the school and the Trust with all staff groups; • Establish and develop close professional relationships with children, parents, governors and the Trust's community; • Communicate effectively (both orally and in writing) to a variety of audiences; • Create a happy, challenging and effective learning environment. • Experience in the line management of staff (if relevant) • Able to lead, develop and motivate a team of staff, delegating duties as required (if relevant) • Ability to work as part of a team 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Able to maintain confidentiality in all circumstances • Proactive approach to work being responsive, empathetic and supportive to all within the school • Able to establish effective relationships with those working in and with the school • Ability to build and form good relationships with colleagues and pupils • Understand the importance of physical and emotional wellbeing of staff and pupils • Able to motivate self and others • Calm under pressure • Well-organised • Have a sense of humour 	<ul style="list-style-type: none"> • Able to contribute new ideas and ways of working