



JOB DESCRIPTION

Job Title:	Deputy SENDCO (Mainstream and ARB)
Salary:	Main Pay Range or Upper Pay Range + SEN2 Allowance
Responsible to:	Headteacher and SENDCO
Direct Supervisory Responsibility for:	Teaching Assistants (Mainstream and ARB)
Important Functional Relationships: Internal/External:	TPAT, Local Monitoring Committee, Senior Leadership Team, School Staff, Students, Parents & Carers, Suppliers and External Professional Bodies

Main Purpose of the Job:

To support the vision and strategic direction of the school by cultivating an inclusive learning environment. You will support the development of the graduated response at a whole school level and within the ARB to identify and support students with particular learning needs and lead staff in achieving best practice, enabling all students to achieve their best.

To secure excellent outcomes for the SEND students through highly effective management and leadership.

Assist the SENDCO with all SEND administration and the management of the ARB provision.

To work closely with the Extended Leadership Teams and staff within the Pastoral and Safeguarding teams to secure best practice across the school through effective teamwork, partnership and collaborative working.

Act within the statutory frameworks, which set out your professional duties and responsibilities and under the terms and conditions for teachers outlined in the *School Teachers Pay and Conditions Document*, the *Burgundy Book* and *Teachers Standards*.

Main Duties and Responsibilities:

Assist the SENDCO with the strategic direction and development of the school offer for SEND, ensuring:

- There is a clear vision and strategic development plan in place for SEND and the ARB provision, working in partnership with the Senior Team.
- Within the context of the school's aims and policies, to work with the SENDCO to develop and implement SEND policies, plans, targets and practices.
- To support the SENDCO in the devising, implementation and updating of SEND policies which reflect the school's commitment to inclusivity, high achievement and expectations, and outstanding learning and teaching.
- Support the SENDCO in the analysis and interpretation of relevant national, local and school data, plus research and inspection evidence, practices, expectations, targets and teaching methods.
- The SEND register is up-to-date, and all staff are aware of the needs of students.
- SEND administration is effective and efficient, including provision mapping and costing, overseeing and monitoring the quality of information sharing etc.
- To lead on the completion of Neurodiversity Profiling pathways for young people including initial meetings and subsequent parent reviews.
- Taking a lead role in continued improvement and development of the ARB and its role within the wider school, including support for pastoral care and support within the ARB.

- Ensure students receive the provision outlined in their EHCP and review annually through completing Annual Review meetings and associated paperwork in line with statutory requirements for whole school and ARB students.
- To work with the SENDCO to set up evidence-based interventions to support students with SEND and to monitor the effectiveness of the interventions and progress of students.
- Implement a school-based plan for children identified for SEND Support and review termly with a view to applying for an EHCP if needed.
- Support the SENDCO in managing the implementation of inclusive education including access to alternative and additional provision.
- Ensure Teachers know how to support students and have access to CPD, targeted intervention and specialist support from external agencies (eg Speech and Language Therapy, Educational Psychology, Autism Outreach Services, Sensory Impairment Services, etc).
- Encourage all members of staff to recognise and fulfil their statutory responsibilities to students with special educational needs and disabilities.
- Share good practice, knowledge and skills in special educational needs & disabilities across the school.
- Promote a student-centred approach involving students and parents, keeping parents informed regarding the support in place for their child and review termly.
- Ensure that accurate and detailed records are kept of meetings and discussions with parents and external agencies / providers.
- To support the SENDCO to create effective transition plans to ensure continuity of support and learning when transferring students with SEND between key stages and/or schools.
- To support the provision of SEND learning support, including the allocation of support time and the writing, monitoring and evaluation of pupil passports.
- Coordinate the deployment of resources as set out in EHCPs across the school.
- Maintain accurate and timely records including those shared with the Local Authority.
- To lead and facilitate small group and one to one learning as allocated by the SENDCO (where appropriate).
- Supervise the work of support staff, undertaking timetabling and deploy staff effectively.
- Report regularly on the achievement of students with SEND to line manager (SENDCO).
- Keep abreast of national priorities and share updates with colleagues.
- Support the SENDCO to identify the training needs of staff and help lead INSET and improve standards of inclusive teaching and learning across the school.
- To liaise with relevant outside agencies to meet the needs of individual students' special educational needs and meet the requirements of EHC plans in full.
- To deputise for the SENDCO when required.
- To undertake specific duties within the SEND team as agreed with the SENDCO.

Teaching Responsibilities

- Set high expectations so that all students are inspired, motivated and challenged to reach their full potential, and in doing so meet their progress and attainment targets.
- Plan and teach well-structured, differentiated lessons that align to the agreed curriculum and cultivate every student's intellectual curiosity.
- To develop, implement and evaluate an engaging and relevant curriculum that enables the highest level of student progress and attainment.
- Use data to inform teaching and learning, identify areas for intervention and provide feedback to students, staff and families in order to promote progress and outcomes.
- Manage behaviour effectively to create a safe, respectful and nurturing environment so that students can focus on learning.

- Work collaboratively with both school and network colleagues as a committed team member, building successful, high performing teams.
- Work with colleagues, students and families to develop a strong school community.

General Responsibilities applicable to all staff

- Demonstrate and promote the values of Truro and Penwith Academy Trust at all times.
- Contribute to the overall ethos and aims of the school.
- Follow and adhere to all agreed Child Protection and Safeguarding policies and procedures at all times.
- Make a positive impact on our students' lives and contribute to shaping a brighter future.
- Play a full part in the life of the school community and support its vision and ethos to encourage all staff and students to follow this example.
- Work effectively with other members of staff to meet the needs of students; ensuring that students' needs are prioritised.
- Act as a role model and set high expectations of conduct and behaviour.
- Appreciate and support the role of other professionals.
- Have a clear sight of how this role impacts on the school's students at all times.
- Work with professionalism in line with the Trust's Code of Conduct.
- Be aware of and comply with all policies and procedures at all times, especially those relating to child protection, health, safety and security, confidentiality, data protection and copyright, code of conduct, reporting all concerns to line manager.
- Be a positive influence on the climate and culture of the school and a positive role model at all times.
- Model good management practice across the Trust.
- Be aware of and support difference, ensuring equal opportunities for all.
- Actively promote the safety and welfare of our children and young people.
- Administer basic first aid and assist in the dispensing of medically prescribed controlled drugs in line with school procedures (only if trained to do so); recording on SafeSmart as required.
- Attend liaison events and effectively promote the school at open days/evenings and other events.
- Act as a Trust team member and provide support and cover for other staff where needs arise, inclusive of work at other sites within a reasonable travel distance.
- Be aware of and comply with all School and Trust policies and procedures.
- Undertake mandatory training, professional development, learning activities and appraisal procedures as appropriate.
- Attend and participate in relevant meetings and Trust based INSET as required.
- Responsible for your own self-development on a continuous basis; taking responsibility for your own CPD.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Maintain at all times the utmost confidentiality with regards to all reports, records, personal data relating to staff and students and other information of a sensitive nature acquired in the course of undertaking duties for the Trust, with due regard to General Data Protection Regulations.
- Carry out any other reasonable instructions commensurate with the post in order to support the work of the Trust and its Academies.

Job Description

This job description is illustrative of the general nature and level of responsibility of the work to be undertaken commensurate with the grade. It is not a comprehensive list of all the responsibilities, duties and tasks relating to the post. This job description does not form part of your contract of employment.

The post-holder may be required to undertake such work as may be determined by their line manager from time to time, up to or at a level consistent with the main responsibilities of the job.

This job description may be amended at any time in consultation with the post-holder.

Special Conditions of Employment

Truro and Penwith Academy Trust is committed to safeguarding and promoting the welfare of children and young people, ensuring a culture of valuing diversity, and ensuring equality of opportunities, and expects all staff and volunteers to share this commitment. The post-holder is required to follow all of the Trust's policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance 'Keeping Children Safe in Education'. The post-holder must take appropriate action in the event that they have concerns, or are made aware of the concerns of others, regarding the safety or well-being of children or young people.

All offers of employment are conditional and are subject to satisfactory pre-employment checks including receipt of original qualification documents, two satisfactory references, health screening, proof of eligibility to work in the UK, Childcare Disqualification check, a Disclosure and Barring Service (DBS) check and online searches.

PERSON SPECIFICATION – Deputy SENDCO

Person Specification	Essential	Desirable	Recruiting Method
Education and Training	<p>Qualified Teacher Status</p> <p>Working in a mainstream / specialist secondary school environment</p> <p>Extensive experience of working with children with special educational needs</p> <p>Training in SEND and/or working towards a higher qualification</p> <p>Excellent practitioner with the ability to inspire and develop others and a proven track record of raising educational standards</p> <p>Experience of implementing and delivering a range of intervention programmes with individual students, small groups and whole classes</p>	<p>The National Award for Special Needs Coordination or willingness to undertake</p> <p>Relevant Degree</p> <p>Working in/at middle or senior leadership</p> <p>Leading SEN across a school environment</p> <p>Experience of supporting and working with CIC/LAC students</p> <p>Leading and supporting training in issues relating to SEND to the whole school</p>	<p>Application</p> <p>Certificates</p>
Skills and Experience	<p>Basic understanding of child development and how children learn</p> <p>Understanding of relevant policies/code of practice and awareness of relevant legislation</p> <p>Ability to create, maintain and analyse student records</p> <p>Current knowledge of the changes to SEND funding and systems</p> <p>Ability to relate well to young people and adults</p>	<p>Experience of teaching children with Special Education Needs</p> <p>Experience of leading improvement in provision for children with Special Educational Needs & Disabilities</p> <p>Experience of leading staff and securing school improvement</p>	<p>Application</p> <p>Interview</p> <p>Assessment</p>

	<p>Good oral and written communication skills</p> <p>Good listening skills</p> <p>ICT skills appropriate to the role</p> <p>Effective time management</p> <p>Effective and efficient organisation and administrative skills</p> <p>Committed to continual personal and professional development</p>	<p>Track record of improving outcomes for students, including vulnerable students and those with SEND, disadvantaged</p>	
Specialist Knowledge and Skills	<p>A commitment to maximising the academic, personal, social and emotional development of all students</p> <p>Ability to lead a team and motivational leadership style</p> <p>Leading by example with high professional standards</p> <p>Discreet at all times</p> <p>Work constructively as part of a team</p> <p>Effective communication with all stakeholders including students, staff, parents, LMC members and external agencies</p> <p>Willing to work within organisational procedures, processes and to meet required standards for the role</p> <p>Be resilient and demonstrate an ability to work well under pressure</p> <p>Able to adopt a flexible working practice</p> <p>Excellent record of attendance and punctuality</p> <p>Champion for children</p> <p>Enthusiastic, approachable with excellent interpersonal skills</p> <p>Confident communicator</p> <p>Clear understanding of inclusion</p> <p>Caring, child centred</p> <p>Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people</p> <p>Committed to promoting equality of opportunity and inclusion</p>	<p>Evidence of leading the successful implementation of SEND teaching and learning strategies</p> <p>Experience of leading staff training</p> <p>Level 3 Safeguarding trained</p> <p>Safer Recruitment trained</p> <p>First Aid Training</p> <p>Experience of providing exam dispensation, appropriate testing and support</p> <p>TIS training (or similar)</p>	<p>Application Interview Assessment</p>

Behaviours and Values	<p>Self-motivated and able to work constructively as part of a team and as a leader</p> <p>Able to adapt approach to suit circumstances and audience</p> <p>Adopt a reflective approach towards professional decision making</p> <p>Ability to relate well to children and adults and to inspire others to excel</p> <p>A desire to facilitate achievement</p> <p>Ability to work to deadlines and methodical approach to work</p> <p>Ability to thrive under pressure</p> <p>Ability to manage challenging situations including with students and stakeholders</p> <p>Deeply committed to equality of opportunity, British Values and diversity</p> <p>Energy and enthusiasm</p>		<p>Application Interview Assessment</p>
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