

## Chingford Foundation School

<b>Job Title:</b>	Deputy SENCO
<b>Responsible To:</b>	Assistant Principal - Inclusion
<b>Responsible For:</b>	Designated Teaching Assistants
<b>Grade/Pay Range:</b>	PO1, points 27-30, £28,379 to £30,446
<b>Hours:</b>	36 hours per week x 44.4 weeks per year
<b>Purpose of the Job:</b>	To assist the SENCO in the management of the support of students with Special Educational Needs

### MAIN DUTIES AND RESPONSIBILITIES

#### Overview

- Take shared responsibility for care and welfare of SEND students including dealing with their therapeutic, pastoral and personal care needs.
- Support individual students and groups of students within and outside of our Specialist Resourced Provision with EHCPs, ASD and SEND delivering sessions as required.
- Establish and maintain relationships with individual pupils and groups including acting as a key worker for specific EHCP students.
- Tracking and monitoring progress of SEND students, using school data collection and analysis systems, intervening and advising of interventions as needed after advice from the SENCO.
- Weekly attendance at Inclusion team meetings and other relevant meetings.
- Writing, monitoring and updating key documentation including pupil passports, provision maps and annual review documentation.
- To support the SENCO in the creation of student 'EPs and to monitor and oversee the plans.
- To develop a secure understanding of the SEN Code of Practice and the impact SEN has on Teaching and Learning.
- To contribute to the production of the Inclusion Self-Evaluation and Development Plans.
- To support the SENCO in the identification of SEND students and help implement, assess, plan, review cycle.
- To undertake other duties of a similar level and responsibility as may be required from time to time.

#### Line Management

- To take part in the appraisal process as an appraiser for designated staff.
- Monitoring the role of other key workers.
- Checking cover daily for absent colleagues.
- Timetabling teaching assistants to ensure that SEN students are sufficiently supported to make progress.
- Monitoring the attendance of teaching assistants at all timetabled lessons.
- To lead training or contribute to training of TAs and other members of teaching and support staff as directed by the SENCO.

### **Internal Liaison**

- Liaison with departments with regards to support in lessons and appropriate timetabling.
- Assistance in disseminating information on SEND students.
- Daily informal communication with the Inclusion Team over student progress and student issues.
- Responding to requests from staff over strategies for students and issues with students.

### **External Liaison**

- Regular liaison with parents including parent meetings, responding to parent emails, responding to phone calls.
- Being part of the team carrying out Annual Reviews for EHCP students.
- Working closely with the SENCO, scrutinising applicants for school places with EHCPs identifying the extent to which the school can meet their needs, making recommendations for additional resources needed.
- Liaising with primary schools for Year 7 entrants or other schools for mid-term admissions, attending annual reviews for individual students where practical.
- Attending meetings with outside agencies concerning EHCP and SEND students.
- Liaison with external support services with regard to individual students with special educational needs, representing the school as appropriate, including transition arrangements for new students.
- Working with the EP with regard to individual students as required, advising the school on strategies to be implemented or action to be taken.
- To put together transition plans for vulnerable students.

### **Testing and Access Arrangements**

- Carrying out a programme of reading and spelling tests on transfer and ensuring all reading and spelling tests are accessible to all staff and repeated through the year.
- Carrying out all cognitive and ability testing to investigate reasons for concerns around student progress.
- Ensuring that all retests have taken place, recorded, reviewed and communicated to staff.
- Carrying out all testing for examination access arrangements.
- Coordinating the planning and execution of all Access Arrangements for all examinations.

### **General**

- These above mentioned duties are neither exclusive nor exhaustive and the post holder may be required to carry out other duties as required by the School.
- Always to perform duties in all elements of the role in a professional manner and with integrity, mindful of confidentiality as appropriate.
- To be committed to, and comply with, all school policies.
- To comply with all provisions of the Health and Safety at Work Act 1974, any other relevant legislation and with all school Policy and Practice relating to Health and Safety at Work.
- To participate in appraisals annually in line with school policy.



- To participate in continuing professional development opportunities as directed or identified through appraisal and ensuring ability to fulfil role effectively.
- To manage both internal and external relationships, striving for excellence in stakeholder satisfaction.
- To work effectively and successfully in your team within school.

### Other requirements

To have an up-to date Enhanced DBS Disclosure.

### Safeguarding

Safeguarding students of the Trust is a priority. All appointments to posts in the Trust are made through stringent adherence to the requirements of 'Keeping Children Safe in Education' (most recent edition). The schools in the Trust maintain cohort of staff trained in Safer Recruitment and the trained colleague(s) most appropriate to this post will participate in the selection process.

All staff will be trained annually in Child Protection requirements. Cognisant Of Part 1 Of 'Keeping Children Safe in Education', (most recent edition), staff are required to refer all Child Protection concerns to the Child Protection trained staff team in their school (recognising that they can refer directly themselves to LBWF in extraordinary circumstances). Those trained in Child Protection are identified throughout Trust and school documentation and on the school websites.

Within their work, employees are required to identify, attempt to prevent or at least minimise the risk of interpersonal abuse or violence; safeguarding children, other vulnerable people and themselves. This includes the timely sharing of information with appropriate colleagues to enable action to be initiated and protection to be afforded to both students and/or colleagues as needed.

All employees are required to be aware of and update colleagues, as appropriate, to comply with current legislation and statutory guidance which will affect their practice in role and must adhere to all policies and protocols of Chingford Academies Trust and their school within the Trust.

<b>Name of Post Holder:</b>	
<b>Signature:</b>	
<b>Date:</b>	

This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18.

'The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.'

*"The Trust as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust*



*Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf". (Ref: Safeguarding Children and Safer Recruitment in Education 2007)."*

\*I - Interview

R - Reference

L - Lesson observation

A - Application Form

## PERSON SPECIFICATION

### Deputy SENCO

Job Requirements	Essential	Desirable	Method of Assessment (I/A/R)*
<b>Qualifications</b>			
TA Level 3 Qualification		✓	A
HLTA qualification		✓	A
GCSE Maths minimum grade C or equivalent	✓		A
GCSE English minimum grade C or equivalent	✓		A
Access Arrangements Level 7 Qualification or willingness to undertake qualification	✓		A/I
<b>Experience</b>			
Experience of working in a secondary school with students with a range of Special Educational Needs	✓		A/I/R
Experience of working with children / young people with SLCN and ASD		✓	A/I/R
Experience of line managing staff		✓	A/I/R
Confident user of IT	✓		
<b>Knowledge and Understanding</b>			
Ability to use a range of software for testing SEND students	✓		A/I
Up to date knowledge of statutory policies and practices for SEND students, including regarding examination access arrangements	✓		A/I
<b>Skills and Abilities</b>			
Ability to demonstrate professional communication and interpersonal skills both written and verbal.	✓		A/I/R
Ability to handle sensitive issues relating to students, keeping confidentiality as required	✓		A/I
<b>Personal Attributes</b>			
A passion for working with students with SEN and their families	✓		I/R
Enthusiastic and willing to learn	✓		I/R
Flexible, proactive and resourceful	✓		I/R
Willingness to work flexibly to meet the needs of the students as demand dictates		✓	I/R
Ability to motivate others	✓		I/R
High level of resilience and determination	✓		I/R
Calm and organised approach to work including times when under pressure	✓		I/R
<b>Other Requirements</b>			
Flexible approach to work	✓		I/R
Ability to work well as part of a team	✓		A/I/R
Ability to quickly gain the respect of all students and staff and foster appropriate relationships	✓		R
Committed to school ethos and direction	✓		I



Understanding of Safeguarding Procedures	✓		I
High standard of punctuality	✓		I/R
A commitment to on-going personal development and willingness to undertake appropriate training	✓		I
Appointment to the post is subject to a satisfactory enhanced DBS check	✓		Post Interview