



Kelmscott School

"Putting Learning First"

Deputy SENDCo

Responsibility point: TLR 2a

Reporting to: SENDCO/Deputy Headteacher

Main purpose:

- To deputise in the absence of the SENDCo
- To assist in the running of the SEND Department
- To ensure that successful teaching & learning and development of the Department take place
- The Deputy SENDCO will be expected to work closely with the SENDCO/Deputy Headteacher and take an active interest in the wider aspects of Learning Support and Inclusion within the school, helping to remove barriers to learning where they exist.

Duties & Responsibilities

1. Assisting the SENDCO with the identification, assessment and provision for all children with Special Educational Needs or Disabilities and to deputise for the SENDCO when required.
2. Supporting the SENDCO with providing a strategic vision for the Department
3. Raising standards of SEND student inclusion, attainment and achievement by monitoring and supporting student progress
4. Advising staff with developing a broad, balanced and inclusive curriculum to help SEND learners succeed
5. Liaising with Learning Support staff, teaching staff and Heads of Department about students with SEND and, where necessary, refer students to the appropriate external agencies for further support.
6. Engaging in liaison meetings with appropriate outside agencies, under direction of the SENDCO e.g. Ed Psych, Speech and Language service, ASC service, EWO; LA etc. and to facilitate opportunities for external agencies to work with students and staff when appropriate.
7. Advising TAs of the needs of students with learning inclusion issues and of suitable methods and strategies to remediate these needs. This may include the modelling of good practice or support with planning and review.
8. Ensuring that appropriate schemes of work, including related SEND assessment processes, are in place and regularly reviewed
9. Monitoring student progress through the use of IEP's and other school wide or departmental assessment data to ensure that appropriate intervention strategies that raise overall standards are implemented

10. Promoting a collegiate approach so that the staff in the Department work as a team

Managing and deploying available resources including, under direction from the SENDCO, assisting in the day-to-day line-management of staff working within the department.

Key tasks

1. To assist with the smooth day-to-day running of the Department
2. To keep up to date with national developments in the departmental area, and to remain informed of recommended teaching practice and methodology
3. To have an allocated group of Key SEND students and be the first point of contact in respect of their needs
4. Planning and delivering, in consultation with the SENDCO, suitable programmes of work and in-class support strategies for students with SEND.
5. To assist with staff development and INSET training with regard to SEND where appropriate.
6. To work with the SENDCO to ensure that students are awarded appropriate examination concessions in respect of their needs and trained in their usage. To deploy support staff to assist with such concessions as appropriate.
7. To report termly to SENDCO on departmental intervention performance and resultant student progress so that interventions can be refocused as appropriate
8. Keep detailed records of the progress of key students receiving Learning Support, including writing and reviewing IEP's and Annual Reviews.
9. Taking every opportunity to positively engage with parents and carers, forming strong links to communicate regarding all SEND issues related to their children.
10. To write or assist with applications for statutory assessment if required.

General

1. The post-holder must carry out his or her duties with full regard to the School's Health and Safety, Equal Opportunities, GDPR and Safeguarding Policies.
2. The post-holder will participate in the school's performance management process and professional development opportunities.
3. The post-holder should have knowledge of and compliance with all school policies and procedures.
4. To play a full part in the life of the school community, supporting its distinctive mission and ethos, and encouraging and ensuring staff and students adhere to school expectations.
5. The post-holder will perform any such duties as are within the scope and the spirit of the job purpose, the title of the post, and its grading.

6. Be responsible to student behaviour and welfare in public places during break, lunch, change of lesson and at the beginning and end of the school day.
7. Participate in professional development opportunities and demonstrate a willingness to develop additional skills and expertise.
8. Keep up to date with current educational developments and legislation affecting your area of expertise.
9. To respect the confidential nature of information relating to the school, students and customers.
10. Treat students, parents and colleagues fairly, equitably and with dignity and respect.

This job description is subject to regular review and can be amended in line with the pay grade.

Deputy SENDCO
Person Specification

1. Experience

- Experience working within a mainstream or special school environment, at primary or secondary level
- Effective teamwork/leadership which includes the empowerment of others
- Track record of leading the raising of achievement and attainment.
- Experience of monitoring set targets to evaluate and ensure progress
- Assisting with the implementation and development of curriculum initiatives
- Experience of effective impact on a range of student behaviours for learning
- Supporting the practice development of other teaching or support staff
- Experience working as a deputy SENDCO or SENDCO (desirable)

Subject Specific Areas

- To have a thorough and up to date understanding of the SEN Code of practice
- To have awareness of significant national SEND changes
- Experience of identifying, monitoring, evaluating and providing effective strategies for students with SEN (desirable)
- Experience implementing interventions for students with SEN (desirable)

2. Qualifications

- QTS
- Graduate
- Evidence of appropriate professional development
- NASENCo (desirable)

3. Knowledge, Skills and Abilities

- Excellent written and verbal communicator
- Acts as a role model to students and staff
- Evidence of having the skills to be an outstanding/good classroom practitioner.
- Ability to implement strategies to raise achievement
- Ability to contribute to the positive management of student behaviour within a team and whole school CPD of self and others
- Coaching within a team
- Ability to inspire both adults and young people from a wide variety of backgrounds
- Confident user of IT
- Experienced in the production of bespoke schemes of work and effective lesson planning
- Use and impact of data on learning at strategic level