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| Trinity Academy Sowerby Bridge Job Description | U:\Finance & HR\HR\PRIVATE\MAT\MAT site\SB_logo.png |

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| **Post Title:** | Deputy Special Educational Needs Co-ordinator (SENCo)  |
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| **Salary:** | MPR/UPR plus TLR (£4683) |
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| **Core Purpose:** | 1. *To support the SENCo to* ***strategically lead*** *the direction and development of support for SEN students and ensure they are supported to reach their full potential.*
2. *To support the work of the SENCo to* ***raise standards*** *of student attainment and achievement by developing and enhancing the teaching practice of others.*
3. *To support the work of the SENCo to* ***effectively evaluate*** *the impact of (b) and strategically* ***plan for improvement*** *in the quality of pedagogy within the area.*
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| *Candidates without SENCo qualifications can expect the full support of the trust Inclusion Leaders in developing their career and day to day practice. Candidates will be expected to complete their SENCo qualifications in this role.*  |
| **Reporting to** | SENCo |
| **Liaising with** | SLG, Curriculum Leaders, Deputy Curriculum Leaders, Lead teacher team, Phase Leaders, Learning Support team and other relevant staff with cross-academy responsibilities, partner primary schools, other academy partners and parents. |
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| **Leadership** | * To support the SENCo to provide the strategic leadership across SEN provision in accordance with the aims and objectives of the academy
* To be responsible for the establishment and effectiveness of the policies and procedures needed to achieve these aims and objectives.
* To monitor and evaluate the progress of staff and students towards meeting the overall aims and objectives.
* To be responsible for student attainment and staff performance in the area. Collating and interpreting specialist SEN data.
* To support the SENCo to strategically plan for future improvements.
* To contribute to the academy’s SEN policies.
* To develop staff in the development of learning and teaching, introducing effective teaching strategies for students with SEN.
* To link with other teachers to ensure that SEN provision is disseminated across the academy and fully reflects the academy's distinctive ethos and mission.
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| **Curriculum** | * To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
* To support the development of appropriate syllabi, resources, SoW, assessment policies, and learning and teaching strategies in the area.
* To set up systems for identifying, assessing and evaluating SEN.
* To support the development of Personal Learning and Thinking Skills; Assessment for Learning; literacy; numeracy and other initiatives.
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| **Learning** | * To develop and enhance the teaching practice of all colleagues within the area, implementing improvements where required.
* To promote excellence in the classroom by researching and developing excellent pedagogical practice.
* To establish common standards of practice within SEN provision and develop the effectiveness of teaching and learning styles.
* To keep up to date with national developments in teaching practice, SEN provision and methodology.
* To conduct ‘learning walks’ and other learning evaluation strategies in accordance with academy policy.
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| **Staff Development** | * To work with the SENCo to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
* To undertake Performance Management Review(s) and to act as reviewer for identified staff.
* To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with academy procedures.
* To be responsible for the efficient and effective deployment of any relevant associate staff.
* To develop and deliver CPD programmes for learning support staff (HLTA/LSA)
* To participate in the academy’s ITT programme where appropriate.
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| **Assessment** | * To support the establishment of a robust target-setting process for SEN students.
* To ensure the maintenance of accurate and up-to-date information concerning the whole academy MIS.
* To evaluate the performance data provided and take appropriate action on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken.
* To produce reports on examination performance, including the use of value-added data.
* To provide all relevant bodies with robust information relating to SEN students’ performance and development.
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| **Communication** | * To ensure that all members of the SEN team are familiar with its aims and objectives.
* To ensure effective communication/consultation as appropriate with the parents of students and other relevant stakeholders.
* To liaise with partner schools, Higher Education Institutions, industrial links, Examination Boards/Awarding Bodies and other relevant external bodies.
* To represent the CA’s views and interests in a professional manner.
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| **Marketing and Liaison** | * To contribute to academy liaison and marketing activities, e.g. the collection of material for press releases.
* To support the development of effective subject links with partner schools and the community; attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events.
* To actively promote the development of effective subject links with external agencies.
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| **Management of Resources** | * To efficiently manage the available resources of space, staff, finance and equipment within the limits, guidelines and procedures laid down; to ensure that equipment and stock is requisitioned, organised and maintained, and appropriate records are kept.
* To work with the SENCo to ensure that SEN teaching commitments in are effectively and efficiently timetabled.
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| **Pastoral System** | * To monitor and support the overall progress and development of SEN students.
* To monitor student attendance and progress in relation to targets set for each individual, ensuring that appropriate action is taken where necessary.
* To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
* To ensure the Behaviour for Learning System is implemented for SEN students so that effective learning can take place.
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| **Operational** | * To promote teamwork and to motivate staff to ensure effective working relations.
* To support the SENCo in the day-to-day line management of staff within the area, ensuring that they follow academy policies and meet all requirements and deadlines
* To support the SENCo to make appropriate arrangements for classes when staff are absent, liaising with the Cover Supervisor/relevant staff where appropriate.
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| **Other Specific Duties** |
| Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the principal to undertake work of a similar level that is not specified in this job description. This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. |

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| **PERSON SPECIFICATION** |
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| **Job Title: Deputy SENCo** |
| **KEY CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications & Experience** | * Mainscale/UPS teacher
* an excellent track record of recent, relevant professional development
* accountability for the performance of a cohort of SEN students
* evidence of good/outstanding classroom practice
* leadership of a community project or an area of school development
* commitment to gaining SENCO qualifications
 | * innovative use of resources
* taking accountability for the success of an initiative
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| **Knowledge & Understanding** | * the principles and characteristics of good or better teaching
* effective review and evaluation procedures
* the application of ICT within teaching
* innovative approaches to working with students, parents, staff and the local community
* an understanding of inclusive education
 | * different methods of consulting with stakeholders
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| **Leadership & Management**  | * work effectively both as a leader and as a member of a team
* initiate, lead and manage change
* prioritise, plan and organise
* direct and co-ordinate the work of others
* set high standards and provide a role model for students and staff
* deal sensitively with people and resolve conflicts
* seek advice and support when necessary
* prioritise and manage own time effectively
* a commitment to an open and collaborative style of management
 | * motivate all those involved in the delivery team
* liaise effectively with other organisations and agencies
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| **Communication Skills**  | * communicate the vision of the academy in relation to the development of the local community
* negotiate and consult fairly and effectively
* build relationships with key stakeholders
* ability to communicate to a range of audiences.
* chair meetings effectively
* communicate effectively orally and in writing to a range of audiences
 | * develop, maintain and use an effective network of contacts
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| **Decision Making Skills** | * make decisions based on analysis, interpretation and understanding of relevant data and information
* demonstrate good judgement
 | * think creatively and imaginatively to anticipate, identify and solve problems
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| **Personal Qualities** | * a commitment to inclusive education
* evident enjoyment in working with young people and their families
* empathy in relation to the needs of the academy and the local community
* ability to inspire confidence in staff, students, parents and others
* adaptability to changing circumstances/new ideas
* reliability, integrity and stamina
* personal impact and presence
* work under pressure and to deadlines
 | * vision, imagination and creativity
* a commitment to professional development
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