JOB DESCRIPTION – Deputy SENCo

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| POST | Deputy SENCo |
| REPORTING TO | SENCo |
| JOB PURPOSE | Within the framework laid down by current legislation, the Schoolteachers’ Pay and Conditions Document and the Contract of Employment the Deputy SENCo is responsible for working with the SENCo & Deputy SENCO (Behaviour) to facilitate the learning of SEN students.  To implement and deliver specific curriculum subjects as directed by the SENCO, incorporating national curriculum requirements and in line with the curriculum policies of the college.  To facilitate, support and monitor the overall progress and development of designated groups of students to ensure that they achieve their potential.    To be responsible for the monitoring and tracking of all students with SEND. |
| SUPERVISES | LSAs, HLTAs, Aspire teacher. |
| DIRECT INVOLVEMENT | SENCo, Deputy SENCo (Behaviour), Exams team, Higher Level Teaching Assistants, Learning Support Assistants, Year Managers, Pastoral Assistants, parents, students, outside agencies as appropriate. |
| KEY RESPONSIBILITIES | To plan, deliver and evaluate high quality learning experience to designated groups of SEN students.  To manage the delivery of personalised courses aimed at raising pupil attainment (for example Aspire) within the Accelerated Learning Centre.  To implement interventions for students with SEND who are in danger of significant underachievement. |

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| OTHER RESPONSIBILITIES |  |
| MANAGEMENT | To monitor the progress of all students with SEND, reporting to the SENCo on a termly basis.  To maintain records of intervention and progress for all students with SEND  To implement and evaluate intervention strategies with a view to improving attainment of SEN students.  To provide training for staff in the area of SEND.  To conduct Annual Reviews, Pupil Passports, SEND Arrangements Plans for students with Special Needs.  To liaise with outside agencies with regard to vulnerable students, attending meetings where appropriate.  To contribute to and on occasion lead Early Help Assessments for vulnerable students (where appropriate).  To apply for Education, Health & Care Plans for students who are at risk of serious underachievement or permanent exclusion  In liaison with The Designated Child Protection Officer and the Pastoral; Team to contribute to Child Protection meetings as and when appropriate.  To undertake and monitor staff appraisals, inductions and probationary processes |
| TEACHING AND LEARNING | To ensure a high quality learning experience for students, which meet good internal and external quality standards.  To use a variety of delivery methods appropriate to students’ learning styles and the varying demands of curriculum.  To provide a positive, conducive and safe learning environment, and encourage high standards in punctuality  To set high expectations for students’ behaviour and maintain a good standard of discipline through well focused teaching.  To make effective use of planning, preparation and assessment time (PPA) to plan lessons thoroughly in advance, to record outcomes and to compare and review the performance of students with colleagues as appropriate.  To plan all lessons, differentiating work and materials to meet the educational needs of the students’ and students’ different abilities. This includes due recognition to provide challenge to all students / students including those on the Gifted and Talented  Contribute to the Special Educational Needs register in discussion with the SENCO.  To use the principles of Assessment for Learning to inform lesson planning.  To ensure work is marked (using summative and formative techniques), assessed and recorded appropriately.  Apply strategies as per the school’s policy for behaviour management to ensure correct procedures have been carried out before any progression of an issue is referred to the SENCo. |
| MONITORING AND PROGRESS | To contribute to the development of the Accelerated Learning Centre curriculum and take on some strategy development areas of the SEN department Development Plan as part of professional development.  To collate and analyse information relating to the standards achieved in your classes for presentation to the SENCo.  To seek out support from key staff on the content and delivery of any aspects of the school that you need guidance (behaviour, policies, teaching and learning, tracking, etc). |
| GENERAL REQUIREMENTS | To attend Parents’ Evenings and Department Meetings as appropriate.  Maintaining and develop up-to-date knowledge in the areas of SHEM, SEND and Child Protection.  To adhere to the school’s procedures to register accurately and codify attendance and absence, and to complete class registers on time electronically – currently via SIMs - for all groups taught.  To communicate effectively with parents of students and with persons or bodies outside the school who are concerned with the welfare of students, after consultation with appropriate staff  To support and contribute to the school’s responsibility for safeguarding children.  To contribute to extra-curricular activities according to school policy.  To actively engage in performance management.  Work with LSAs and other support colleagues to jointly plan, prepare, implement, mark and assess your curriculum lesson appropriate to the needs of the children.  Attend all appropriate staff training, parents’ evenings and other directed time events.  Participate in school self-evaluation activities.  Use data to track the performance of individuals and groups in order set appropriate targets for achievement.  To promote inclusive classroom practice.  To ensure your learning spaces contain stimulating, engaging and student contributed displays as well as show level descriptors and assessment criteria in your room. Set cover work in the event of your absence, which is detailed enough to show the college lesson format and shows differentiation and extended learning opportunities for students.  To play a full part in the life of the school community, and support its ethos  To follow and actively promote the school’s policies  To actively pursue own personal and professional development |

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| KEY COMPETENCIES | Demonstrate a personal acceptance of change and actively engage in the process.  Be able to manage time effectively and meet deadlines.  Willing to take on board new initiatives and apply oneself with full commitment to any initiative undertaken.  Have an inquiring mind seeking creative solutions to issues.  Contribute to the positive College /Faculty team spirit and demonstrate respect to all staff members.  Able to demonstrate knowledge and understanding of the SEND CODE of Practice 2015  Familiar with Surrey’s The Right Provision at the Right Time 2014 |
| ADDITIONAL DUTIES | The conditions of Employment for School Teachers specify the general professional duties of teachers. |
| NOTES | This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post-holder must have regard to the Teachers' conditions of Employment.  This job description is not necessarily a comprehensive description of the post. It may be reviewed once a year and it may be subject to modification or amendment at any time after consultation with the post-holder in order to ensure the smooth running of the school |
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