

## **Job Description**

**Post Title:** Deputy SENCO

**Grade:** Inner London Spine + TLR 2c

**Responsible to:** SENCO

**Responsible for:**

- Supporting the leadership of the SEN/Inclusion team.
- Working with the SENCO and learning support team to ensure high quality teaching and learning across all key stages.
- Target setting and provision for students with a range of educational need including SEN, EAL, more able students, FSM, LAC and those with medical needs.
- Managing a team of HLTAs/TAs.

### **Principal Accountabilities:**

- 1) Support the Head of Learning Support in all aspects of the management of the Learning Support team.
- 2) To teach students with Special Educational Needs in small withdrawal groups, and to coordinate and liaise with the SENCO to implement a programme of cross-curricular SEN and EAL teaching and learning across the Academy.

The duties outlined in this job description are in addition to those covered by the latest School Teacher's Pay and Conditions Document. It may be modified by the Principal, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

### **Main Activities and Responsibilities**

Main duties and responsibilities are indicated here. Other duties at an appropriate level and nature may also be required and will be negotiated.

#### **1. Teaching and Learning**

- Teach at secondary level across key stages
- To be a tutor
- Identify and adopt the most effective teaching approaches for students with Special Educational Needs in the Academy
- Monitor the quality of SEN and EAL teaching and learning
- Model excellence through whole class teaching

- Support the SENCO in fulfilling the statutory requirements for more able, EAL and SEN students and those with social, emotional and medical needs

## 2. Recording and assessment

- Develop and maintain systems for setting targets for raising achievement
- Collect and interpret assessment data.
- Set up systems for identifying, assessing and reviewing targets.
- Develop strategies for raising achievement for more able, SEN and EAL students and those with behavioural, emotional and medical needs
- Work with the SENCO, Curriculum Leaders and other middle and senior leaders to develop target setting systems for these students

## 3. Leadership and Management Responsibility

- Work with the SENCO to lead on and monitor all aspects of SEN teaching and learning, including working with targeted groups of students specific needs (including dyslexia and autism).
- Where appropriate, provide training and development for all staff on the principles of effective SEN and EAL teaching, learning, target setting and addressing the specific needs of all students
- Disseminate good practice across the Academy. Manage a team of HLTAs and Teaching Assistants
- Deputise for the SENCO where necessary
- Work with the SENCO, provide reports to the Governors, Principal and Local Authority on the provision for and progression of students

## **Standards/ Quality Assurance and Additional Responsibilities**

- Contribute to extended day activities to enhance students' learning and progress
- Adhere at all times to professional business standards of dress, courtesy and efficiency in line with the ethos and specialism of the Academy.
- Attend and participate in open evenings and pupil performances.
- Uphold the Academy's behaviour code and uniform regulations
- Participate in staff training and development
- Attend team and staff meetings
- Develop links with Governors, LEAs and neighbouring schools/academies.

## **Key Organisational Objectives**

The postholder will contribute to the Academy's objectives in service delivery by:

- Following Health and Safety requirements and initiatives as directed
- Ensuring compliance with data protection legislation and SEN legislation
- The Academy is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment.

- At all times operate within the Academy's equalities policies.
- Commitment and contribution to improving standards for pupils as appropriate
- Fulfilling the role of mentor if required
- Adopting Customer Care and Quality initiatives
- Contributing to the maintenance of a caring and stimulating environment for young people

### **Conditions of Service:**

Governed by the National Agreement on Pay and Conditions of Service, supplemented by local conditions as agreed by the Trust.

### **Special Conditions of Service**

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

### **Equal Opportunities**

The postholder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies.

Date of issue: .....

Signature of Post holder: .....

Signature of Principal: .....

## Person Specification

**Job Title:** Deputy SENCO

	Essential	Desirable
<b>Qualifications</b>		
Educated to Degree level or equivalent.	X	
Qualified Teacher status.	X	
<b>Experience</b>		
Ability to use IT effectively.	X	
Use IT to raise achievement and as a management tool.	X	
High quality teaching to pupils of all abilities.	X	
Collaborative teaching methods and working with colleagues in the preparation, assessment and monitoring of teaching and learning.	X	
Leadership experience including managing staff and pupils.		X
Excellent skills in managing student behaviour.	X	
Demonstrable experience of improving student outcomes.	X	
High quality outcomes.	X	
A record of continuous professional and career development.		X
Experience as a form tutor and/or pastoral work.	X	
<b>Skills</b>		
<b>Personal</b>		
Must be well organised.	X	
Must be well presented.	X	
Excellent communication and organisational skills.	X	
Ability to work hard under pressure while maintaining a positive, professional attitude.	X	
Ability to organise and prioritise workload and work on own initiative.	X	
Good interpersonal skills and the ability to work collaboratively, leading to professional development of staff.	X	
Excellent creative teaching ability.	X	
Commitment to personal career development.	X	
<b>Knowledge and Understanding</b>		
Requirements for an effective inclusion strategy.	X	
Developing differentiated schemes of learning.	X	
Knowledge of effective target setting strategies.	X	
Effective strategies for supporting staff to improve teaching and learning.	X	
Safeguarding.	X	
<b>Equal Opportunities</b>		
Understanding of different social backgrounds of pupils.	X	
Understanding the needs of pupils and the appropriate policies and strategies to support them.	X	
Understand the needs of bilingual pupils.	X	