



Deputy SENCo

CONTEXT

It is expected that staff at Clevedon School agree with, abide by and promote the aims and objectives of the school.

The school's vision statement is: '**Be Kind. Be Brilliant**'.

Staff should interact on a professional level with all stakeholders. Clevedon School is an organisation where each member is valued as part of the school, committed to equality of educational opportunity.

A. MAIN AREAS OF DUTY

- i. To be fully conversant with the Special Educational Needs and Disability Code of Practice and assist the SENCO with the strategic management of the department, deputising as needed
- ii. To research and share best practice relating to all areas of SEND and contribute to Student Support Team and whole staff training with SENCO, as required.
- iii. To be confident in using school and departmental data and systems
- iv. To use own wide-ranging knowledge and experience to advise on teaching & learning strategies which promote the integration of students with SEND within a mainstream setting and maximise their opportunities to learn and develop.
- v. To be solution-focused and have an in-depth knowledge and understanding of identified students with complex SEND in order to plan appropriate provision and facilitate delivery of agreed outcomes.
- vi. To observe, support and feedback on students with significant difficulties and work with SENCO, pastoral staff and senior leaders to ensure they have an appropriately differentiated academic and social curriculum
- vii. To be an integral part of the whole school team, contributing to overall aims and working efficiently within agreed policies and procedures.

B. SPECIFIC DUTIES

Support for Students

- i. To be a champion for all children with SEND and advocate on their behalf, especially those with identified complex needs (EHCP/TUF)
- ii. To ensure the 'Voice of the Child' is heard and informs all planning and practice
- iii. To promote well-being and independence for students with SEND by encouraging relationships based on mutual respect and developing self-reliance and self-esteem
- iv. To contribute an SEN perspective to discussions around behaviour and suggest reasonable individual adjustments for students with known complex SEND, as appropriate
- v. To oversee personalised provision, in conjunction with the SENCO, and be responsible for devising individual timetables for students with complex SEND within school
- vi. To lead on transition with the SENCO, including developing enhanced support programmes for identified students
- vii. To oversee resources, displays and activities within the Student Support Centre and review/update these, as needed, to optimise the learning and social environment to meet the changing needs of all students with SEND

Support for Class Teachers

- viii. To be a point of contact and source of information for identified students with significant SEND (EHCP/TUF)

- ix. To observe/feedback on student learning and behaviour and share best practice/own experience with subject teachers to increase awareness and understanding of individual students and explain how SEND can impact negatively on their progress in order to agree ways to raise their achievement and improve their overall school experience.
- x. To suggest strategies for Inclusion Assistants (IAs) and teachers to use and work in partnership with them to plan and evaluate learning activities
- xi. To encourage teachers to use ICT/augmented communication solutions to increase motivation and independent learning for students with SEND

Support for the School

- xii. Develop To ensure excellent personal and departmental communication links and maintain supportive working relationships and with parents, staff and other professionals using own judgement and initiative
- xiii. To plan, deliver and evaluate interventions for students with SEND
- xiv. To set up and run departmental systems, compatible with existing school systems to track and analyse progress towards agreed outcomes and compile reports, as required
- xv. To collate and interpret key information for identified students in order to update SENCO & other relevant parties
- xvi. To work with SENCO to ensure that Access Arrangements for school assessments/public exams are delivered and staffed appropriately.
- xvii. To support the SENCO in collating evidence and writing bids for TUF applications
- xviii. To write professional reports for parents/external agencies and contribute to other key documents eg EHC Plans, Annual Reviews, referrals
- xix. To manage, advise and support less experienced colleagues and oversee the day-to-day work of IAs
- xx. To oversee IAs in drafting Student Support Plans and ensure these are completed and shared effectively
- xxi. To lead on the performance management of IAs under the direction of the SENCO
- xxii. To understand the importance of safeguarding, child protection and confidentiality issues
- xxiii. To participate in before/after school activities and supervise students with SEND during unstructured time, commensurate with hours worked
- xxiv. To attend relevant school meetings, commensurate with hours worked
- xxv. To maintain a commitment to continuing professional development

AND IN ADDITION

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. The allocation of particular responsibilities may be amended by agreement from time to time.

NOTES

The School will endeavour to make any reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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QUALIFICATIONS AND EXPERIENCE

AREA	ESSENTIAL	DESIRABLE
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Education	<p>English and Maths GCSE grade A-C / 9-4 Plus GCE A Levels/Level 3 on NQF</p> <p>Or Higher Level Teaching Assistant Qualification (HLTA)</p>	<p>Degree</p> <p>Qualified Teacher Status (QTS)</p>
Experience	<p>Knowledge and experience of full range of special educational needs and disabilities</p> <p>Good working knowledge of SEND Code of Practice and Equality & Disability Act</p>	<p>Evidence of recent CPD to increase understanding and enhance practice for work with students with SEND, plus additional professional qualifications relating to SEND</p>
IT Skills	<p>Considerable experience of supporting children/young people in a secondary school or other learning environment</p> <p>Confidence in offering guidance to teachers/support staff on differentiation, the graduated approach and strategies for inclusion</p> <p>Experience of planning, delivering and evaluating individual or small group intervention relating to an area of SEND</p> <p>Contributions to staff training and individual/team management</p> <p>Proven commitment to Safeguarding and full understanding of Child Protection Procedures</p>	<p>Additional experience/qualifications for supporting/organising extra-curricular activities for young people</p> <p>Previous responsibility for aspects of strategic planning and delivery related to SEND</p> <p>Responsibility for delivering staff training to small groups and larger audiences on aspects of SEND Line management responsibility, including appraisal, for group of less experienced staff, reporting to senior leaders</p> <p>Inter-Agency Safeguarding Level 2 Award</p>
Qualities	<p>Excellent listening, verbal and written communication skills, essential for building positive relationships and sustaining successful partnership-working with children, families, teaching/support staff and external professionals</p>	<p>Experience of gathering data and completing Learning Support Plans, professional referrals, reports, references, funding bids and contributing to other SEND-related documentation, such as school publications, policies and Education, Health & Care Plans</p>

