



Job Description

Deputy SENCO

(Special Educational Needs Coordinator)

Duties

The duties outlined in this job description are in addition to those specified in the teacher's contract. They are not meant to be exhaustive and it is expected that the role will be undertaken in a spirit of cooperation and a willingness to be flexible in order to meet the needs of the pupils and St David's College.

This job description may be modified by the Headmaster, with your agreement, to reflect or anticipate significant changes in the job, commensurate with the salary and job title.

Role commencing: September 2017.

Responsible to: SENCO

All members of the School Staff agree to:

- Promote and safeguard the welfare of children and young persons for who you are responsible and with whom you come into contact.

All members of the Teaching Staff agree to:

Teaching and Learning

- Demonstrate good practice in the teaching areas of responsibility.
- Carry out teaching duties in accordance with the school's schemes of work and the School Development Plan.
- Engage with the boarding community, inevitably leading to some evening and weekend work and carry out residential duties as required.
- Liaise with colleagues to deliver units of work in a collaborative way.
- Use a variety of teaching styles and media; including those that are interactive, in order to meet the individual needs of the pupils.
- Work with the SENCO, Cadogan Centre staff and take note of the IEPs of pupils.
- Set targets for student attainment levels.
- Set work for students absent from school.

Assessing and reporting

- Record students' work.
- Maintain lesson evaluations.
- Mark and return work within agreed time span, providing feedback and targets.
- Provide assessment reports to monitor student progress.
- Liaise with parents as necessary and attend Parents' Meetings.

Additional Deputy SENCO Duties

In addition to the duties of a classroom teacher, the duties of the Deputy SENCO include:

- Support the SENCO to ensure that members of the ALN department are effective
- Organise, coordinate and carry out the work with outside agencies for pupils who have an EHCP or Statement and are funded by their LEA

- When necessary, draw up timetables for support and intervention after consultation with staff concerned
- Support the SENCO to oversee staff professional development and encourage in-service training
- Participate in staff appraisal as part of the school's CPD scheme
- When necessary and appropriate, inform departmental members of school policy and see that it is carried out
- Be aware (sensitively) of colleagues' personal circumstances
- Communicate and co-operate with other departments
- Support and encourage colleagues to use a range of interactive and lively methods to teach study skills, ways of learning etc. and that they look for pupils to achieve the highest possible standards
- Provide information for the writing of references
- Monitor and record targeted learners progress and achievement

Curriculum and Learners

- Contribute towards the development, work and behaviour of pupils in the department
- Work closely with the SENCO to ensure high quality provision for students requiring learning support
- Teach individuals and small groups of learners as appropriate
- Contribute towards curriculum developments both within the Cadogan Centre and across the whole school.
- To ensure that all teaching across St David's College reflects the needs of pupils with ALN.
- Contribute to the identification of and disseminate the most effective teaching approaches for specific additional needs (e.g. ADHD, Dyslexia)
- Contribute to the monitoring of the effective use of resources, appropriate teaching and learning activities and target setting to meet learners additional needs
- Contribute towards the modelling of a range of teaching and learning strategies to meet the needs of subject and of different learners
- Contribute towards the effective development of learner literacy, numeracy and digital literacy skills in all learning situations.
- Contribute towards the implementation of all whole school and subject areas policies for assessing, recording and reporting on learners (with ALN) achievements and use this information to set learner targets.
- Operate the school policies (including the safety policy) across the curriculum
- Keep up-to-date with all aspects of curriculum development and examinations
- Contribute towards items for inclusion in the School Development Plan
- Help colleagues in cases of problems in exerting discipline
- Assist pupils at times of option choices and provide information needed for careers
- Ensure that pupils' efforts are properly rewarded and that praise is used generously

Facilities and resources

- Conform to the school's financial regulations in all spending by the department, including extra-curricular trips etc.
- Contribute towards advise for the Headmaster/Bursar about departmental needs
- Be mindful of spending priorities with colleagues and do not overspend
- Keep a proper inventory of equipment and ensure that resources are stored securely
- Oversee the issue and return of books etc. to pupils and charge for loss/damage
- Ensure that rooms, equipment and displays etc. are maintained to a high standard

Parents

- Oversee the writing of reports and other communications from the department
- Contribute towards the arrangement of the departmental contribution to Parents' Evenings and Open Mornings.

- Maintain effective partnerships with parents/carers so as to promote learning and to provide information to parents about targets achievements and progress

Records and Reports

- Support the Department record keeping for pupils, such as information from previous schools, internal assessments/examinations and external examination results using the school's data management system and personal records.
- Keep appropriate records of decisions taken at meetings and keep an up-to-date CPD folder
- Keep appropriate records of staff for writing testimonials/references
- Responsible for the completion of paperwork required by external agencies for LEA tribunals, FE Colleges, CAMHS etc. Attend Tribunals as necessary.
- Responsible for organisation of regular annual reviews of IEPs and Annual reviews of Statements and EHCPs (IDPs in Wales from 2018) including Transitional Reviews at 14+ and disseminate information to staff.
- Responsible for arrangements for the administration of annual reading tests etc
- Contribution towards ensuring that access arrangements are applied for and put in to place where appropriate and organise special arrangements during examination periods.

Person Specification

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

	Essential	Desirable	Method of assessment
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	
Qualifications	<p><i>The professional, technical or academic qualifications that the Applicant must have to undertake the role or the training that they must have received</i></p> <ul style="list-style-type: none"> • Degree • SENCO Qualification or willingness to do this within the first year • Qualified Teacher Status. • AMBDA or equivalent to at least Level 3 (or willingness to do within the first year) 	<p><i>The professional, technical or academic qualifications that the Applicant would ideally have to undertake the role or the training that they should ideally have received</i></p> <ul style="list-style-type: none"> • Evidence of on-going professional development in relation to leadership or Special Needs • Post-graduate qualification in education • Willingness to continue to develop professional skills • Level 7 qualification and gain/update APC (Assessment Practising Certificate) as soon as is reasonably possible. 	Production of the Applicant's certificates, application form and interview.
Safeguarding and welfare of children	<p><i>The behaviours and attitudes which the applicant must demonstrate in order to work at the school.</i></p> <ul style="list-style-type: none"> • Suitability to work with young children. • Able to form and maintain appropriate relationships and personal boundaries with children and young people. • Emotional resilience in working with challenging behaviours • Positive attitude to the use of authority and maintaining discipline. 		Application form, references. In addition to the candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and welfare of children.

Experience:	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to predict success in the role.</i></p> <ul style="list-style-type: none"> • Proven experience of a range of assessment strategies including those designed to identify such specific learning difficulties as dyslexia • Outstanding practitioner with proven experience of working successfully in Key Stage 3 and 4 • Experience of working with students on the Special Educational Needs Register. • Excellent classroom teacher. • Excellent team leader. • Experience with coordinating Annual Reviews, participation in an SEN Tribunal and working with Local Education Authorities. 	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to contribute to success in the role.</i></p> <ul style="list-style-type: none"> • Outstanding practitioner with proven experience of working successfully in Key Stage 2 and 5 • Effective management of change. • Proven effective communication with the LEA; external agencies; parents; other schools and pre-school providers 	<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>
Skills	<p><i>The skills required by the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • Good organisational skills • Ability to communicate well to different audiences. • Ability to inspire and support staff and command their professional respect. 	<p><i>The skills that would enable the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • The characteristics of effective teaching and learning styles in order to support pupils with ALN • A willingness to participate in, extra-curricular activities. • Experience with LEA documentation, coordination and conducting Annual Reviews and participation in Educational Tribunals. • Proven presentation skills • Excellent IT skills across a range of applications 	<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>
Knowledge	<p><i>The knowledge required by the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • Experience in using ICT to support learning both in and out of the classroom. • Full Knowledge of the Code of Practice for Special Educational Needs in both England and Wales. • Knowledge of EHCP in England and forthcoming 	<p><i>The knowledge that would enable the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • Knowledge of the appropriate assessment criteria for examination concessions. • The purpose of devising, formulating, implementing and reviewing IEPs/EHCP • Knowledge and understanding of recent key 	<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>

	<p>Development plans in Wales</p> <ul style="list-style-type: none"> • Detailed knowledge of the ECM agenda. 	<p>educational issues throughout the Secondary Phase</p>	
<p>Personal competencies and qualities</p>	<p><i>The personal qualities that the Applicant requires to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people</i></p> <ul style="list-style-type: none"> • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Positive attitude to use of authority and maintaining discipline • Ability to work independently and to take the initiative • Ability to maintain a professional attitude at all times • Ability to review own work and procedures and improve when necessary • Wholehearted commitment to the life of a vibrant school community 	<p><i>The personal qualities that would assist the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • Sympathy with the Christian ethos and activities of the school 	<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>