

## Job Description

### DEPUTY SENCO

<b>Post title:</b>	Deputy SENCO
<b>School:</b>	Walton High
<b>Line manager/s:</b>	Principal / Vice Principal
<b>Responsible for:</b>	The vision for the SEN Quality of provision for SEN Strong outcomes and standards in relation to achievement, behaviour, engagement, attendance and punctuality for every SEN Leadership of well being strategy Leadership of internal exclusion
<b>Supervisory responsibility:</b>	LSA'S across the campus

#### Vision and purpose of the job:

- Put provision in place to ensure that progress of pupils with SEN improves relative to those without SEN.
- Ensure that the school carries out its statutory responsibilities regarding all students with an Education Health and Care Plan (EHC).
- Promote and develop a coherent inclusion strategy for SEN students
- Support all staff in understanding the needs of SEN pupils.
- Support departmental developments of SEN provision.
- Monitor progress towards targets for pupils with SEN.
- Analyse and interpret relevant school, local and national data.
- Fulfil the professional responsibilities outlined in the current ***School Teacher's Pay and Conditions Document***

#### Duties and responsibilities

All MKET teachers are required to carry out the responsibilities of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also comply with the Teachers' Standards. A teacher's performance will be assessed against the teachers' standards and individual performance objectives as part of the appraisal process as relevant to their role in the school.

**Accountable for:****Vision and direction:**

1. Strategic leadership and implementation of the vision for areas of responsibility ensuring high aspirations for the achievement, behaviour, personal development, engagement and attendance of all students with special educational needs within the school.
2. Quality assurance of SEN and inclusion to inform an accurate self-evaluation to inform future planning.
3. Management and promotion of the SEN & inclusion to ensure a positive profile within the school and outside the school.

**Leading the Department:**

1. Leadership, management and development the strategy for ensuring high standards in relation to outcomes and provision.
2. Management of the quality assurance of the work of the SEN team to ensure high standards in relation to outcomes and provision.
3. Leadership, management and development of effective arrangements for the induction of students with special educational needs joining during the academic year.
4. Leadership and management of resourcing and financing to ensure effective provision and outcomes.
5. Leadership, management and promotion of the school policies across the SEN team to ensure high standards in relation to provision and outcomes.
6. Management of information, data recording and reporting in relation to the SEN ensuring compliancy.
7. Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies.

**Leading teaching, learning and curriculum:**

1. Support the identification of and disseminate the most effective teaching approaches for individual students with SEN.
2. Work with staff to develop effective ways of bridging barriers to learning through: - assessment of needs
4. Target setting in conjunction with teaching staff
5. Ensure student profiles, individual/group learning plans, provision maps, risk assessments are relevant, accurate and ensure progress liaising with teams where appropriate.
6. Collect and interpret specialist assessment data to inform practice.
7. Undertake day-to-day co-ordination of SEN students' provisions through close liaison with staff, parents and external agencies.
8. Work with partners and other staff to ensure all students learning is of equal importance and that there are high and realistic expectations of all.



### **Leading People**

1. Leadership, management and development of the SEN team.
2. Provide professional guidance to staff to secure good teaching for SEN students, through both written guidance and meetings
3. Manage the development of staff within team to ensure both skills and confidence enable the vision to be realised.

### **Leading the Community**

1. Work with external agencies to maximise resources made available
2. Lead, manage and develop effective links with parents based on partnership working and approaches to promote high standards of achievement and behaviours for learning.
3. Lead, manage and develop effective partnerships with teams within the school to promote high standards of achievement and behaviours for learning.
4. Lead, manage and develop effective external partnerships to promote strong engagement and outcomes for students with special educational needs

### **Other professional requirements**

1. Co-ordinate all Annual Reviews and reviews of Education Health Care Plans where appropriate.
2. Attend Year 6 Annual Reviews for primary pupils with SEN to help facilitate continuity and progression through the development of a transition programme.

### **Other**

- To have professional regard for the ethos, policies and practices of the school and Trust, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Principal

### **Note**

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

*Walton High was established with the intention of innovating, continually drawing on best practice and being open-minded to new ideas and situations. We are genuinely interested in distinctive and dynamic methods of teaching and learning.*

## Person Specification SENCO

Specification	Essential	Desirable	Evidence
Qualifications	<p>Qualified teacher status</p> <p>SENCO Qualification or willingness to complete</p> <p>Prepared to take on further relevant study</p>	<p>Postgraduate degree and/or further relevant professional studies.</p>	<p>Application form</p>
Experience	<p>Teaching experience across either primary or secondary</p> <p>Proven track record of raising standards</p>	<p>Experience as a SENDCO</p> <p>Successful track record of delivering INSET, training and/or professional development</p> <p>Experience and qualified to complete KS4 and 5 Access arrangements</p>	<p>Application form and interview</p>
Teaching	<p>An outstanding classroom teacher</p> <p>Excellent understanding of effective and engaging teaching methods</p> <p>An ability to engage, enthuse and motivate students and plan differentiated lessons to ensure equal opportunity for all</p> <p>An understanding of, and an ability to create ,a positive climate for learning</p>	<p>Experience of developing use of ICT in teaching</p>	<p>Application letter and interview</p>
Philosophy	<p>Commitment to embedding the school's Learning and Teaching policy.</p> <p>Commitment to self-evaluation and continuous improvement.</p> <p>Commitment to sharing best practice.</p> <p>Commitment to providing learning opportunities beyond the classroom and school day.</p>		<p>Application letter and interview</p>

Specification	Essential	Desirable	Evidence
	Belief in the positive difference high quality educational opportunities make to peoples' lives.		
knowledge / understanding	<p>A good knowledge of the SEN provision and strategies, with a comprehensive grasp of management and whole school issues</p> <p>Clear Understanding of the processes of school improvement, school effectiveness and strategies to translate them into practice</p>		Application letter and interview
Skills, attributes and personal qualities	<p>Enthusiasm for this area of work, based on practical knowledge and experience.</p> <p>Good communication skills with a range of audiences, ability to relate well to head teacher, class teachers, members of management team, governors, pupils, external partners and parents.</p> <p>Ability to work successfully within a team, bringing to bear appropriate degrees of creativity, flexibility ,self – motivation and independence</p> <p>Exemplary qualities of professionalism, loyalty, and personal integrity</p> <p>Consistent ability to cope with tight deadlines</p> <p>Excellent organisation skills and use of ICT to support role</p> <p>Aware of issues of confidentiality</p>		Interview

Specification	Essential	Desirable	Evidence
	<p>The ability to understand and produce data regarding students to inform planning and evaluate effectiveness</p> <p>Evidence of improved student outcome</p> <p>Excellent interpersonal skills.</p> <p>Self-motivating with a positive outlook.</p> <p>Ability to work to deadlines and under pressure.</p> <p>Excellent attendance and punctuality record.</p>		
Other requirements	<p>Awareness of and commitment to equality of opportunity and inclusion</p> <p>Knowledge and understanding of DSEN</p> <p>Awareness of Autistic Spectrum Disorders</p> <p>Understanding and support for vision, aims and ethos of the school</p> <p>Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary; to choose the right kind of vocabulary for the situation in hand without a great deal of hesitation.</p> <p>Ability to listen to stakeholder and understand their needs</p>		Interview



## **Dress Code**

### **Principles**

Walton High recognises the importance of personal appearance in setting high expectations and a positive tone. This is reflected in our Dress Code for staff and students.

### **Practice**

All members of staff at Walton High follow a professional dress code. The formal standard of dress required of students has implications for how we as staff dress.

Male staff are expected to wear a jacket and tie when working with students in a classroom context. Similarly, whilst business suits are not essential for female staff, a similar level of smartness is expected. Extremes of fashion in clothes, hairstyle and jewellery should be avoided. In warmer weather the Principal may inform male staff that jackets and ties are not necessary. All staff should ensure that in warmer weather they are still suitably attired in smart professional dress, this means that flip-flops, short skirts and cropped tops / trousers and shorts should not to be worn.

### **General Requirements**

All school based posts are defined as Regulated Activity and therefore the post is subject to an Enhanced with Barred List DBS check.

All employees are expected to share this commitment, to follow MKET's safeguarding policies and procedures and to behave appropriately towards children and vulnerable adults at all times, both in work and in their personal lives.

Commitment to uphold MKET's Equality and Health and Safety policies.

All staff must follow the MKET Code of Conduct.

All staff must have an understanding of the requirements of Data Protection and confidentiality in the workplace.