

JOB DESCRIPTION: Deputy SENCO 0.8 (maternity cover)

The following job description is for the guidance of candidates as to the requirements of the post. It does not replace the 'Conditions of Service for Teachers' as set out by the DCSF.

PURPOSE

1. To play a major role, under the auspices of the Governing Body/Headteacher and the overall direction of the SENCo, in enhancing the learning and teaching experience for students with Special Educational Needs (SEN) in the main school
2. To Deputise for the SENCO as necessary to ensure the efficient and effective leadership and management of the Faculty
3. To work in support of the SENCo in the carrying out of his/her responsibilities as described in the job description for Heads of Faculty.
4. To develop and enhance the teaching practice of others
5. To be accountable to the SENCo for agreed responsibilities and roles designated to the Deputy SENCo.

RESPONSIBLE TO:

Director of Learning Support (SENCO)

DISCLOSURE LEVEL:

Enhanced

SALARY/GRADE:

TLR 2b + SEN 1

WORKING TIME:

As set out in the 'Conditions of Service for Teachers' as presented in the 'School Teachers Pay and Conditions' document published by the DfE.

Overall Accountability:

- To be the Deputy SENCO for JCoSS, and assist in leading the Learning Support Team of LSAs, SEN teachers and SEN administrators
- To assist the SENCO in leading the provision for SEN within the main school
- To manage appropriate resources for Learning Support and ensure that they are used efficiently, effectively and safely
- To develop curriculum resources to ensure that students identified with SEN on the Student Support Register (SSR) have the required levels of support
- To manage and lead the Monitoring and Assessment (MA) category in the main school, and when appropriate ensure that emerging needs are met through Learning Support intervention
- Within the context of the school's aims and policies, to work with the SENCO to develop and implement Learning Support policies, plans, processes and practices
- To support and sustain effective SEN teaching, evaluating the quality of teaching and standards of students' achievement, and setting targets for improvement
- To teach classes and groups as allocated by the SENCO or the leadership of the school, including specialist dyslexia teaching as outlined in students' EHCPs.

Main (core) duties:

- To deputise for the SENCO when she is absent or unavailable
- To liaise with relevant outside agencies to ensure that individual needs are met effectively and that the statutory requirements of EHCPs are fully met
- To ensure that accurate and detailed records are kept, including discussions with parents and outside agencies
- To support the SENCO with ensuring that the SSR is kept accurate and up to date and that staff are kept informed of students' special educational needs
- To work with the SENCO and other staff to ensure that Personal Learning Plans (PLPs) are used to set appropriate targets and match outcomes to students' needs
- To support the monitoring of the effectiveness of PLPs and fully involved in student reviews
- To lead the curriculum development work of the Learning Support classroom, including the development and implementation of appropriate programmes, interventions and assistive technology (such as Read Write Gold)
- To support the SENCO in devising, implementing and updating processes and policies which reflect the school's commitment to high achievement, and effective teaching and learning
- To support the SENCO in the analysis and interpretation of relevant national, local and school student data, plus research and inspection evidence, practices, expectations, targets and teaching methods
- To use data effectively to identify students who are significantly and persistently underachieving and where necessary create and implement effective plans of action to support those students
- To support the SENCO to lead the production of a Learning Support Improvement Plan as part of the School Improvement Plan, to include staff development and training implications
- To provide guidance and training to staff on the choice of appropriate teaching and learning methods to meet the needs of different students
- To work with the SENCO on the development and implementation of an improvement plan School Strategy, helping to ensure that SEN students make progress in learning
- To work with the SENCO to promote inclusion
- To support meetings and the training of Learning Support staff, communicate information to staff and co-ordinate resulting action
- To monitor with the SENCO the day-to-day management of the Learning Support work areas, creating a safe, effective and stimulating environment for the teaching and learning of students
- To work with the SENCO to manage the Learning Support Team budget and resources, establishing staff and resource needs for the subject
- To produce and update the timetable for the Learning Support Classroom, to ensure the best use of subject and other expertise
- To work with the SENCO, in agreement with parents, to refer SEN students to outside agencies/applications for resources and assessments
- To ensure the effective and efficient management and organisation of learning resources, including ICT, allocating available resources with maximum efficiency to meet the objectives of the school and team plans and to achieve value for money
- To collect and interpret specialist assessment data and use this to inform applications for Exam Access Arrangements, including the completion of Form 8s.

Additional Duties:

- To play a full part in the life of the school community, to support its mission and ethos and to encourage and ensure staff and students follow this example
- To maintain a visible, professional and high profile within the school

Other Duties:

- To continue professional development
- To engage actively in the performance appraisal process
- To undertake any other duty as directed by the Headteacher.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified, especially in the context of a new and growing school which requires flexibility in all of its employees.

This job description is current at the date shown but, in consultation with the postholder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

As with all roles at JCoSS, it is essential that school protocols are followed to protect data subject's personal information.

JCoSS is committed to safeguarding and promoting the welfare of children and young people and expects all its staff and volunteers to share this commitment. All post holders are subject to a satisfactory enhanced Disclosure & Barring check.

Person Specification – Deputy SENCO 0.8 (maternity cover)

Essential unless noted as Desirable

Education and Training

- Qualified Teacher Status (QTS)
- A track record of Good or Outstanding teaching with students who have SEND
- Evidence of interest and knowledge of educational issues and developments relevant to raising achievement in SEND students and evidence of appropriate in-service training.
- Understanding of the SEN code of practice and statutory responsibilities
- Specialist dyslexia qualification (Level 7) - **essential**
- Further validated qualifications in SEN - *desirable*

Skills/Professional Qualities

- Good knowledge of current curriculum development for students with SEND
- The ability to use ICT effectively to engage students
- The ability to differentiate materials to meet the needs of learners
- The ability to lead the development of the Learning Support faculty
- An understanding of how to use assessment to inform planning for good teaching and learning
- An understanding of school, local and national data with the ability to use data to identify underperformance and rectify accordingly

Leadership/Personal Qualities

- Successful experience of contributing to Faculty/Department leadership and management
- Vision for the development of the Faculty area in the context of a growing school
- Commitment to supporting the School's unique Jewish ethos (there is no requirement or need for applicants to be Jewish)
- Empathy and willingness to put the students' needs first
- An effective, flexible and enthusiastic leader
- Confidence in sensitively but assertively addressing under-performance
- Ability to listen and effectively communicate and negotiate with a variety of audiences especially parents
- Diplomatic with the ability to develop and maintain effective, positive relationships
- Ability to act quickly and sensitively under pressure
- A team player respected by others
- Ability to manage own and others' workloads appropriately
- Ability to keep calm in difficult situations and deal with stress
- Open and constructive, accepting of feedback and always willing to learn
- Energetic and enthusiastic with an excellent sense of humour
- A 'can do' optimistic approach
- Excellent attendance and punctuality record
- Awareness of and commitment to Equal Opportunities issues