

JOB DESCRIPTION

Deputy Special Education Needs Co-ordinator (SENCo)

Reporting to:	SENCo
Starting Salary:	(TCES Salary Band 4.01)
Location:	TCES National Online School (SW19) Hybrid working; 3 days office-based
Contract and hours:	Permanent, Term Time Only

Job Purpose

The Deputy SENCo will work closely with the SENCo and Headteacher to support the strategic development of the online school's SEND provision. This includes providing day-to-day operational support to ensure that the individual needs of pupils with SEND are effectively met and that all pupils are supported to achieve their full potential.

The role will include collaboration with the Clinical and Inclusion Team, the wider senior leadership team, teaching staff and external stakeholders to implement whole-school, targeted, and individual strategies, ensuring appropriate delivery of interventions as outlined in Education, Health and Care Plans (EHCPs).

Main duties and responsibilities

Support the SENCo in coordinating annual reviews, chairing meetings where appropriate, and ensuring effective multi-agency collaboration and pupil-centred approaches.

Assist in ensuring all staff understand and follow the provisions in EHCPs and individual learning/behaviour plans, and that the school remains compliant with all statutory responsibilities.

Work alongside the SENCo to monitor, analyse and interpret pupil data to inform intervention strategies and support planning.

Ensure the pupil voice is heard in annual reviews and that pupils, parents/carers, and advocates are fully included in the review process.

Assist in defining and tracking progress toward EHCP and annual review targets.

Support the implementation of virtual interventions that meet the needs of learners with SEND using appropriate tools and platforms.

In collaboration with the Deputy Headteacher, contribute to the planning and facilitation of Pupil Support Meetings and development of personalised support strategies.

Assist in maintaining an accurate provision map and regularly review interventions across different learner groups.

Provide advice and guidance on post-16 planning, supporting the development of clear, aspirational pathways for learners from Year 9 onwards.

Support with the case management of identified pupils as directed by the SENCo.

PERSON SPECIFICATION

Support the assessment of learning needs, collate baseline assessments, and contribute to individual target-setting.

Support teachers in the use of specialist assessment data to shape effective interventions and teaching approaches.

Contribute to monitoring the quality of teaching and the impact of SEND interventions.

Assist in the appropriate use and monitoring of the Pupil Premium Grant (PPG) to ensure effective outcomes for eligible students.

Support the effective use of the TCES Attendance Toolkit to identify barriers and implement strategies to improve attendance and engagement.

Act as Deputy Designated Safeguarding Lead (DDSL), supporting the DSL in safeguarding and child protection responsibilities when required.

Support the assessment and implementation of exam access arrangements, ensuring compliance and appropriate support is in place for pupils.

Provide coaching and professional guidance to teaching staff in differentiating learning to meet diverse needs.

Identify SEND-related training needs across the staff team and support the planning and coordination of relevant CPD opportunities.

Teach a small number of online lessons as agreed and provide cover when necessary in collaboration with the wider leadership team

General Expectations

The Deputy SENCo is expected to:

Contribute to whole-school SEND strategic planning and implementation under the guidance of the SENCo.

Uphold all TCES policies, procedures, and values, including safeguarding, equality and diversity, health and safety, and the Code of Conduct.

Undertake additional duties as reasonably directed that fall within the scope of the role.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.

Education and Qualifications

Qualified Teacher Status (QTS), QTLS, or equivalent.

National Professional Qualification (NPQ) for SENCos qualification (or willingness to complete).

Knowledge and experience

Experience of supporting and coordinating SEND provision within a school setting

Experience in coordinating annual reviews and engaging with local authority SEND teams.

Strong understanding of the SEND Code of Practice and best practices for supporting pupils with ASC, SEMH, and other neurodiverse needs.

Demonstrated ability to raise outcomes for SEND learners and support inclusive practice.

Working knowledge of safeguarding and child protection frameworks and responsibilities.

Experience coaching or mentoring teachers and/or teaching assistants.

Skills and ability

Calm, empathetic approach to managing behaviour and supporting emotional regulation.

Strong organisational and time management skills with excellent attention to detail.

Able to analyse data, plan interventions, and evaluate their impact.

Confident communicator with strong verbal and written skills; ability to maintain professional documentation and reports.

Committed to inclusive practice and celebrating diversity.

Reflective practitioner, committed to professional development and ongoing learning.

Resilient and solution-focused, with the ability to work under pressure and manage multiple priorities.

Other

Commitment to safeguarding and promoting the welfare of all pupils.

Commitment to the TCES Values and inclusive ethos.

Willingness to work flexibly in response to the needs of the school community.

D= Desirable **June 2025**