

**JOB SPECIFICATION**  
**DEPUTY SENDCO - MAINSTREAM AND NURTURE PROVISION**



GREENWOOD  
ACADEMIES TRUST

**Reports To:** SENDCO

<b>Why</b>	<p><b>Job Summary:</b></p> <ul style="list-style-type: none"> <li>To complement the work of the SENDCo.</li> <li>To support the SENDCo in the day-to-day leadership and line management of TAs or LMs deployed in mainstream learning support, including: direction; allocation; co-ordination; development and appraisal of performance.</li> </ul>	
<b>What</b>	<p><b>Main Responsibilities:</b></p> <ul style="list-style-type: none"> <li>To deliver induction and on-going training to new TAs or LMs deployed in mainstream learning support.</li> <li>To provide administrative support with all aspects of the SEND code of practice particularly with the SEND School Support paperwork, HLN bids and EHCP reviews.</li> <li>To liaise sensitively with parents and carers regarding their role in pupil learning; being a point of contact for parents.</li> <li>To work alongside the SENDCo &amp; teaching staff to support the identification of SEN within the school and to plan and implement the Graduated Approach to meet the needs of SEN pupils within the school.</li> <li>To lead and deliver English/literacy lessons for Key Stage 3 nurture groups, adapting the mainstream English curriculum to ensure pupils in these groups make progress with their reading and writing in order to be able to manage inclusion in mainstream lessons at KS4.</li> <li>To work with the SENDCo and SLT lead for Curriculum Implementation to plan and deliver staff training on developing literacy and on how to meet the learning needs of pupils with SEN in mainstream lessons, particularly those being taught to the nurture groups in KS3.</li> <li>To provide coaching and mentoring to teaching staff requiring additional support to develop Quality First Teaching and/or the application of Pupil Passports as appropriate.</li> <li>To deliver specified programmes to pupils with specified needs.</li> <li>To lead SEND review meetings, represent the school in Multi Agency meetings and facilitate the sharing of relevant information with parents and between other support services and external agencies as appropriate.</li> <li>To liaise, meet and work with transition staff from feeder schools and colleges to ensure continuity when transferring pupils with SEND.</li> <li>Alert the appropriate staff on a need to know basis of pupil safeguarding concerns.</li> <li>Act in accordance with Trust policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management.</li> <li>Ensure the health and safety of all pupils at all times.</li> <li>Maintain confidentiality at all times.</li> <li>Any other duties as deemed appropriate.</li> </ul>	
<b>How</b>	<p><u>Competencies</u></p>	<p><u>Personal Attributes</u> (level expected when job is conducted to the required standard)</p>
	<p><b>Framework</b> <i>Seeking to establish the framework and guiding principles; making a positive contribution to the ethos of the Trust.</i></p>	Supports others to apply the Trust's ethos.
		Know how to identify and support children and young people with SEN, and to plan and implement the Graduated Approach to meet the needs of SEN pupils within the school.
		Participates in Health & Safety working teams.
		Encourage individual and collective responsibility.
		Participate in whole academy initiative.
	<p><b>Development</b> <i>Monitoring, coaching, guiding and supporting teams and individuals setting examples of desired behaviours.</i></p>	Disciplined, tenacious and pragmatic.
		Take responsibility for cascading to the department up to date knowledge and information about particular areas.
		Embedding practice ensures highly effective professional contribution across the academy.
		Give and receive effective feedback and act to improve personal performance.

	<b>Leading</b> <i>Providing direction to ensure that the resources are available to achieve results in the most effective way.</i>	Has a basic understanding of supervision / line management principles, consults widely and may provide direction to achieve results.	
		Encourages openness and honesty.	
		Does not apportion blame.	
		Understands the impact and implications of projects/activities on own or others areas of the organisation.	
		Fosters positive and productive relationships across the team in order to deliver results.	
		Sets clear objectives and checking for understanding.	
	<b>Working with Others</b> <i>Work effectively with other professionals, parents, carers and outside agencies as well as with pupils themselves.</i>	Works in partnership with and communicates effectively with parents/carers and external agencies.	
		Drafts reports and ensures all relevant staff, parents/carers and external agencies are kept informed of progress.	
		Works collaboratively with others to make informed decisions for the benefit of pupils.	
	<b>Task Management</b> <i>Establishing appropriate courses of action for oneself and others to accomplish.</i>	Sets short term tasks (daily, weekly)	
		Contributes to plans for change	
		Develops own effectiveness in role, adapting to changing priorities	
	<b>Communication</b> <i>Providing direction to ensure that the resources are available to achieve results in the most effective way.</i>	Ensures communication has met its purpose	
		Presents complex information and concepts in a way that is simple and easy to understand	
	<b>Problem Solving/Decision Making</b> <i>Able to identify a potential problem, propose and assess solutions and decide upon a course of action.</i>	Creatively focuses upon solving the problem. using different techniques/ experience from other areas	
		Responsible for proposing what decisions should be made within the team and what needs to be referred	
Collate, analyse and evaluate information within the scope of the role providing it for further analysis in a user-friendly format			
Deals with problems across departments to achieve resolution			
<b>Context</b>	<b>Interfaces</b>	Internal/External	Seek opportunities to collaborate with other professionals beyond the Academies and across the Trust.
		English Language Fluency	An ability to converse at ease with all customers and provide accurate advice in order to fulfill all spoken aspects of the role through the medium of spoken English.
		Financial impact/budget	Ensure resources are affordable and available to achieve improvement plans and stated strategic objectives.
	<b>Scope</b>	People (directly/indirectly manage)	Act as a role model, promoting consistently high expectations of behaviour in a professional and courteous manner.
		Travel	You will be required to travel to academies as necessary.
	<b>Education, Qualifications and Experience (EQE)</b>	<b>Essential</b> <ul style="list-style-type: none"> <li>• QTS</li> <li>• Hold, or be willing to work towards, the National SENDCo qualification.</li> </ul>	
<b>Safeguarding</b>	All adults employed by the Trust are responsible for safeguarding and promoting the welfare of children they are responsible for or come into contact with. As such, all employees will undergo relevant background checks, including a Disclosure and Barring Service (DBS) Enhanced check with Barred List Check, in order to satisfy our statutory obligations.		

	<b>Data Protection</b>	All adults employed by the Trust have a responsibility for data protection and have a duty to observe and follow the principles of the GDPR Regulations.
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Whilst every endeavor has been made to outline all the duties and responsibilities of the post, this document does not specify every item in detail. Where broad headings have been used, all associated duties are naturally included in the job description.