



Part A - Grade & Structure Information

Job Family Code	7CLES	Role Title	Deputy SENCO
Grade	P7	Reports to (role title)	Head of SENCO
JE Band	228-268	School	The Howard Partnership Trust
		Date Role Profile created	July 2019

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs	<p>Deputise for and assist the SENCO in the daily operational duties of the SEND team.</p> <p>Line management responsibility for a team of teaching assistants/support staff</p> <p>This may include:</p> <ul style="list-style-type: none"> • Oversee the preparation of paperwork for all Annual Reviews • Organise and oversee APDR and SSA paperwork • Fielding queries, responding to Inclusion helpdesk enquiries and TA/Mentor deployment • Organise and co-ordinate non-mainstream provision for some students • Collaborate closely with teaching staff and SEND team in order to achieve effective provision including cover • Maintain the SEND register and other records in line with Code of Practice <p>Deputise for and assist the SENCO and Deputy SENCO with the quality assurance procedures within the Department.</p> <p>This may include:</p> <ul style="list-style-type: none"> • Reviewing student attainment and student profiles • Observing colleagues and leading PM procedures to monitor provision • Liaising with colleagues over student need and standards • Using feedback from student and parents • Writing the department development plan
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	<ul style="list-style-type: none"> • Contributing to the completion of curriculum monitoring activities • Maintenance of the departmental resources area <p>Deputise for and assist the SENCO and Deputy SENCO with the wider effectiveness of SEND practices.</p> <p>This might include:</p> <ul style="list-style-type: none"> • Being an advocate for quality first teaching throughout the school and support teachers in maintaining or developing this expectation • Promoting student inclusion in the school community and access to all parts of the curriculum • To maintain a high profile with parents • Keeping abreast of developments in the field of SEND • Promoting the removal of barriers to learning (including behaviour) • Overseeing SEND resources for staff <p>Ensure excellent communication across the whole school about these students.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Liaising with HODs, progress leaders, SLT and tutors to ensure information is disseminated and used effectively within the classroom <p>Within the national standards for HLTAs/Senior TAs :</p> <ul style="list-style-type: none"> • Understands and applies professional values and practice through collaborative working, respect for and commitment to Students, and fostering Students’ attitudes and behaviour patterns • Uses and develops general and specialist knowledge and skills to contribute to Students’ learning and personal development • Works within the framework set by the teacher, to contribute effectively to planning and preparation of lessons and undertakes the HLTA’s/Senior TA’s role in these, including selection and preparation of Students’ learning activities in accordance with professional judgements made by the Head or other appropriate teaching staff under the regulatory framework* • Monitors and evaluates Students’ participation and progress through application of a range of assessment activities. Provides feedback to the teacher(s)
<p>THPT Work Context and Generic Responsibilities</p>	<ul style="list-style-type: none"> • Ability to recognise and respond effectively to equal opportunities issues and to support the inclusion of all Students. • Ability to recognise factors which may limit a Student’s development and ability to provide motivational impetus. • Ability to make effective use of data and develop intervention strategies to improve students’ learning. • Ability to communicate sensitively and effectively with colleagues, parents and students.

	<ul style="list-style-type: none"> • Ability to motivate and manage the work of adults in the classroom. Able to coach and mentor others in the SEND Department. • Willing to improve own practice through observation, evaluation and discussion with colleagues. • Understand and apply the school’s behaviour management policy and procedures. • Ability to plan and organise at a high level. • Uphold and support the School’s Policies and procedures on the Safeguarding of young people. • Maintain confidentiality in and outside of the workplace • Be pro-active in matters relating to health and safety and report accidents as required • Support aims and ethos of the school setting a good example in terms of dress, behaviour, punctuality and behaviour, punctuality and attendance
Line management responsibility if applicable	
Budget responsibility if applicable	N/A
Representative Accountabilities Typical accountabilities in roles at this level in this job family	<p>Support delivery</p> <ul style="list-style-type: none"> • Assist with the delivery of relevant schemes of work, delivery and assessment. • Deliver a range of operational support for existing systems or processes to agreed standards, to maximise quality of teaching & learning. • Support more senior staff in classroom management and behaviour techniques. • May carry out personal care routines as appropriate. <p>Planning & Organising</p> <ul style="list-style-type: none"> • Plan and prioritise own work activities for the weeks ahead, to ensure operational efficiency. Respond effectively to changing demands, adjusting priorities as needed. <p>Policy and Compliance</p> <ul style="list-style-type: none"> • Assist with work in a relevant technical or regulatory area in order that statutory and policy compliance is maintained. <p>Work with others</p> <ul style="list-style-type: none"> • Respond to and resolve enquiries and problems, judging when to pass on complex issues or involve others, to provide an effective support and clear advice to colleagues and customers. • Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures. • Guide and/or supervise staff in their duties to facilitate their development and ensure standards are maintained. • Communicate and liaise with service users and/or external contacts, representing the team/service as required.

	<p>Resources</p> <ul style="list-style-type: none"> • May assist in the management of a small budget or recovery of income. <p>Analysis, Reporting & Documentation</p> <ul style="list-style-type: none"> • Collate data, prepare reports/statistics to meet statutory/management information requirements. • Recommend improvements and support implementation to systems, processes and procedures, ensuring best practice is shared across the team. • Support, coordinate and undertake research into a variety of projects in the defined area of activity to support achievement of team’s objectives. <p>Duties for all</p> <p>Values: To uphold the values and behaviours of the organisation. Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity. Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others. The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications. Contribute to and influence children’s learning and personal development. To have regard to and comply with safeguarding policy and procedures.</p>
<p>Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics</p>	<ul style="list-style-type: none"> • Educated to A level, HNC or equivalent, or able to evidence ability at an equivalent level. • Knowledge of relevant technical area including, where appropriate, relevant practical skills & relevant qualifications at Level 3 or 4 • Understanding of relevant regulations, processes and procedures and issues relating to the service user group. • Competent in a range of IT tools. • Good written and oral communication skills with the ability to build sound relationships with customers. • Ability to apply specialist skills/judgement to undertake a programme of works. • High level analytical and organisational skills. • Able to prioritise and plan own workload in the context of conflicting priorities and work on own initiative. • A methodical approach to tasks, recording and reporting. • Typically previous work experience in a relevant environment. • Experience of staff supervision where appropriate.
<p>Details of the specific qualifications and/or experience if required for the role in line with the above description</p>	<p>The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS). THPT is committed to the safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p>

Role Summary

Roles at this level typically provide specialist support. Many will possess technical rather than professional expertise in the main disciplines. There will be minimal day-to-day supervision, but clear guidance will be available. The roles will plan for the weeks ahead and prioritise to accommodate non-standard work. They often require understanding of complex procedures and support systems, and the ability to allocate workload and react to changing priorities. Although most work will follow established patterns, initiative is needed to handle processes and resolve problems and behaviour based on experience and judgement, mainly without reference to others. These roles may work alone instead of as part of a team, or programme delivery which may require more specialist knowledge or experience. Responsibility may include management of resources and/or area of work.