

## Job Description

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| <b>POST TITLE</b>         | Deputy SENDCO                                                                                                                                                                                    |
| <b>SALARY</b>             | NJC 29-32                                                                                                                                                                                        |
| <b>PURPOSE OF THE JOB</b> | <i>To support the leadership of special educational needs provision to ensure students are supported to achieve their potential, and the school is compliant with the SEND Code of Practice.</i> |
| <b>RESPONSIBLE TO</b>     | Assistant Headteacher for Inclusion                                                                                                                                                              |

Sir Thomas Fremantle School recognises, and values continued professional development. Therefore, training opportunities will be made available as appropriate or necessary.

### Deputy SENDCO:

- Support the vision and ethos of the school and department to secure effective provision for students with special educational needs.
- Work with the Head of Inclusion (AHT) to develop departmental practice and improve outcomes for students with special educational needs.
- Support the Head of Inclusion (AHT) to define the SEND Strategy, SEND Information Report
- Day to day operational management of the SEND provision
- Lead, implement and monitor the effectiveness of the EHC Plans, including annual reviews, planning provision, professional agency and parental liaison, funding applications.
- Lead, implement and monitor provision for students at 'SEND Support', including regular reviews, assessments and professional and parental liaison.
- Work with the transition lead to ensure students with SEND are supported in their transition to secondary and provide a SEND transition provision.
- Lead and coordinate training of the SEND team and support the professional development of teachers.
- Lead on parent communication for all enquiries related to SEND.
- Manage SEND record keeping systems.
- Provide reports and information for external agencies for students with SEND
- Support the Head of Inclusion to provide reports for other stake holders.
- Work with the team to ensure access arrangements are in place.

### Professional Duties

- Lead by example, modelling excellent behaviour for staff and students
- Undertake any professional duties that are reasonably delegated by the Headteacher
- Support the school to ensure our school lives the values and everyone rises to the challenge
- Be familiar with and adhere to all School Policies.
- Fulfil your duties and responsibilities regarding safeguarding pupils and health and safety.
- Support the aims and ethos of the school and promote good relationships with students, colleagues and parents.
- Set a good example in terms of dress, punctuality and attendance.
- Participate in the School's arrangements for appraisal, professional development, meetings cycle, quality assurance and internal verification.

**Line Management**

- Line Manage the High-Level Teaching Assistant responsible for SEMH provision.
- Line Manage the High-Level Teaching Assistant responsible for Interventions
- Lead on Access Arrangements
- Line Management of Learning Support Assistants

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the role will carry out. The postholder may be required to do other duties appropriate to the level of the role.

### Person Specification

| Area                      | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Desirable                                                                                                                                                                                                                     |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Qualifications & Training | <ul style="list-style-type: none"> <li>GCSE English and maths at grade C or above (equivalent)</li> <li>Level 3 Qualification</li> <li>Qualified to work in the UK</li> <li>Relevant safeguarding training including prevent</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Further training and advancement of teaching skills.</li> <li>Mini bus driving license</li> <li>First Aider Certificate</li> <li>Extensive SEND training</li> </ul>                    |
| Professional Qualities    | <ul style="list-style-type: none"> <li>Work cooperatively as part of a team</li> <li>High expectations and commitment to safeguarding children from harm</li> <li>Create and maintain positive and supportive relationships with staff, pupils and parents</li> <li>Reflect on and improve own practice</li> <li>Commitment to professional development</li> <li>Competent ICT Skills</li> <li>Commitment to working in a busy school environment</li> <li>Good attendance and punctuality</li> <li>Adaptability to changing circumstances and new ideas</li> <li>Resilient and determined to achieve goals</li> <li>Committed to the ethos of the school</li> <li>Commitment to equal opportunities, awareness of diversity issues and a positive and non-discriminatory approach</li> <li>Commitment to working in a multi-cultural environment and with students from diverse backgrounds and abilities</li> <li>Commitment to working in a flexible and collaborative manner with all members of the school community</li> </ul> | <ul style="list-style-type: none"> <li>Experience of working with children with barriers to learning</li> <li>Know when to draw on the expertise of colleagues</li> <li>Contribute to the wider life of the school</li> </ul> |
| Knowledge & Skills        | <ul style="list-style-type: none"> <li>Experience of working with children or young people in a school with additional needs.</li> <li>A good understanding of special educational needs provision and support.</li> <li>A good understanding of the EHCP processes and working with other professionals.</li> <li>A good understanding of the APDR cycle.</li> <li>Experience of working with a range of additional needs (SEMH, Cognition &amp; Learning, Communication and Language, Physical Disabilities)</li> <li>Experience of working with parents and professionals in a constructive and collaborative way</li> <li>Excellent verbal and written communication skills, including telephone manner, tact, diplomacy and confidentiality</li> </ul>                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Experience of line managing staff</li> <li>Experience of SEND leadership</li> </ul>                                                                                                    |
| Safeguarding              | <ul style="list-style-type: none"> <li>A commitment to securing the safety and wellbeing of all pupils.</li> <li>The successful applicant will have to undergo a DBS check, and references will be required in line with our Child Protection and Safeguarding Policy</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                               |