



Job description: Deputy SENCo

Location	Oxford Spires Academy
Contract term	Permanent
Full time/term time	Full Time
Pay range	SCP27-30 or MPS/UPS if appropriate
Reporting to	SENCo

Job purpose

To support the SENCO to lead, manage, develop and maintain high quality special educational needs provision which enables quality teaching, excellent learning outcomes and success for all pupils.

Overall responsibilities

Deputise for the SENCo, to ensure the implementation of the Special Educational Needs (SEN) policy and provision in the school.

Lead and mentor the team and assist the SENCo in implementing the operational activities of Department to ensure that the appropriate provision is delivered for our individual pupils with SEN or a disability (SEND).

Provide professional guidance to colleagues, working closely with staff, parents and other agencies.

Have oversight of the provision for students on the SEN register, liaising with all stakeholders to track and monitor progress.

Implement appropriate support for Year 7 students in English and maths.

Support the assistant principal and SENCO with the transition of students from primary to secondary school.

Main duties

Support the SENCo to:

- Contribute to a positive and inclusive whole school ethos that promotes excellent outcomes for pupils with SEND
- Ensure the school meets its responsibilities under the Equality Act 2010, Children's Act 2014 and the SEND Code of Practice 2015
- Support the SENCo in developing a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision
- Work alongside the SENCo to ensure the Anthem Trust SEND policy is implemented effectively within the school
- With the SEN Team Develop, implement and monitor strategic SEND plans that are reflected in the Academy Improvement Plan
- Support all staff in understanding the needs of SEN pupils
- Liaise with staff, parents, external agencies and other schools or settings to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for pupils with

SEND

- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND
- Together with the SENCo provide regular information to SLT and Governors on the effectiveness of SEN provision and outcomes.

Operation of the SEN policy and co-ordination of provision

- Support early and accurate identification and assessment of special educational needs
- Work alongside the SENCo to Maintain an accurate SEN register
- Work in partnership with parents and families who have a child with SEN
- Advise on the graduated approach to SEN support
- Ensure the cycle of Assess, Plan Do Review is used to inform provision and meet individual needs
- Co-ordinate additional provision that meets the pupils' needs and monitor its effectiveness
- Coordinate the use of a Provision Map (Edukey or equivalent) and ensure it is being used effectively to develop individual learning plans and record, track and monitor the effectiveness of interventions
- Support person-centred approaches, involving pupils and parents in all aspects of SEN provision
- Be aware of the provision in the Local Authorities local offer
- Work with feeder primary providers, other schools, educational psychologists, health and social care professionals and other external agencies and be a key point of contact for external agencies
- Work in partnership with the pupil, parents and other professionals to ensure the needs of pupils with Education, Health and Care (EHC) Plans are fully met and meet statutory requirements
- Support transition at all stages for pupils with SEN
- Ensure records of pupils with SEN are kept up to date.

Leading and managing staff

- Advise and contribute to all aspects of effective SEND continuing professional development for staff (including leading training and coaching)
- Establish opportunities for staff to review the needs, progress and targets of pupils with SEN
- Lead and manage Teaching Assistants/HLTAs working with pupils with SEND
- assist with staff appraisals and review staff performance on an ongoing basis

Teaching and learning

- Support staff to implement inclusive Quality First Teaching (QFT) for all pupils with SEN.
- Collect and analyse assessment data on SEN to demonstrate progress and inform practice
- Implement intervention groups for pupils with SEN, and evaluate their effectiveness
- Support subject leaders to implement a broad, balanced and relevant curriculum in line with Anthem's curriculum vision for SEND
- Promote the pupil's inclusion in the school community and access to extra-curricular activities.
- To work collaboratively with the Vice Principal Pastoral to support the positive engagement and behavior of SEN students.
- To support SEN students to access opportunities and extra-curricular provision within and across the school.



Additional responsibilities and general requirements

- Safeguard and promote the welfare of children and young people, and follow school policies and the staff Code of Conduct
- Show commitment to the school, promote an inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination
- Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues
- Participate in the school's appraisal and professional development scheme, ensuring that objectives are set and met within the agreed time-scale.
- Undertake any professional duties commensurate with the grade of the post, reasonably delegated to the postholder by the Principal.
- Network and share good practice with other Anthem Trust SEN Departments

These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.