



Job Description

Deputy SENDCO

Purpose of the Post

To assist the SENDCO in the operational leadership of the SEN Department, contributing to achieving the aims and objectives of Thamesmead School for our students with Special Educational Needs and disabilities. To support the development and teaching of an effective and stimulating curriculum that removes barriers to progress and maximise the attainment of students. Facilitate highly effective communication with all stakeholders. The postholder will be expected to work closely with the SENCO and take an active interest in the wider aspects of Learning Support.

Accountable to: Sendco

Suitable for: This post is suitable for a candidate with a professional ambition and experience to become a SENCO. Where this can be demonstrated the school will support access for the post holder to achieve the SENCO qualification

TLR: 2.2 £6,068 plus support to undertake EAA Assessor, and SENCO qualification when post holder is professionally ready

Line Management Responsibilities

- Deputy to SENCO
- Deputy line manager for SEND TAs

Accountable for:

- Assisting the SENCO with the identification, assessment and provision for all children with Special Educational Needs or Disabilities and to deputise for the SENCO if required.
- Supporting the SENCO with providing a strategic vision for the Department.
- Raising standards of SEND student inclusion, attainment and achievement by monitoring and supporting student progress.
- Advising staff with developing a broad, balanced and inclusive curriculum to help SEND learners succeed.
- Liaising with Learning Support staff, Heads of Department, class teachers and Heads of Year about students with SEN and, where necessary, refer students to the appropriate external agencies for further support.
- Engaging in liaison meetings with appropriate outside agencies, under direction of the SENCO e.g. Educational Psychologist, Speech and Language service, Autism Spectrum Condition service, Education Welfare Officer; Local Education Authority etc. and to facilitate opportunities for external agencies to work with students and staff when appropriate.
- Advising Teaching Assistants of the needs of students with learning inclusion issues and of suitable methods and strategies to remediate these needs. This may include the modelling of good practice or support with planning and review.
- Ensuring that appropriate schemes of work, including related SEND assessment processes, are in place and regularly reviewed

- Monitoring student progress through the use of Individual Education Plan's, Individual Behaviour Plan's and other school wide or departmental assessment data to ensure that appropriate intervention strategies that raise overall standards are implemented
- Promoting a collegiate approach so that the staff in the Department work as a team
- Managing and deploying available resources including, under direction from the SENCO, assisting in the day-to-day line-management of staff working within the department.

Key tasks

- To assist with the smooth day-to-day running of the Department.
- To keep up to date with national developments in the departmental area, and to remain informed of recommended teaching practice and methodology.
- To have an allocated group of Key SEND students and be the first point of contact in respect of their needs.
- Planning and delivering, in consultation with the SENCO, suitable programmes of work and in-class support strategies for students with SEND.
- To assist with staff development and INSET training with regard to SEND where appropriate.
- To work with the SENCO to ensure that students are awarded appropriate examination concessions in respect of their needs and trained in their usage. To deploy support staff to assist with such concessions as appropriate.
- To report termly to SENCO on departmental intervention performance and resultant student progress so that interventions can be refocused as appropriate.
- Keep detailed records of the progress of key students receiving Learning Support, including writing and reviewing IEP's and Annual Reviews.
- To have input into Personal Support Plan's or Common Assessment Framework's as appropriate. Where necessary, to have input into records kept by other staff on students with potential learning inclusion issues.
- Taking every opportunity to positively engage with parents and carers, forming strong links to communicate regarding all SEND issues related to their children.
- To write or assist with applications for statutory assessment if required.
- To undertake Exam Access Arrangements Qualification and administer testing within the school
- To assist the SENCO in the organisation and administration of suitable alternative provisions for SEND learners

Teacher Key Tasks - 50% teaching timetable

- Work within the subject's schemes of work and contribute to their review and development.
- Attend subject and other school meetings and so contribute to departmental and whole school improvement.
- Monitor individual student progress by using data and assessment procedures and by giving appropriate feedback to students, parents and line managers.
- Promote the school's ethos and behaviour management approach.
- Exploit opportunities to develop students' skills in ICT, literacy and numeracy and to contribute to students' personal, spiritual, moral, social, cultural development and race awareness.
- Contribute to the department's programme of events.
- Promote the general progress and well-being of individual students and of the Tutor Group as a whole.

Thamesmead School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Employment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).