

## Job Description

### Deputy SENCO with primary/SEN teaching experience

We are looking for a primary trained or SEN teacher who can bring their knowledge, skills and experience to our secondary school setting. As Deputy SENCO, you will work closely with the SENCO, school leadership team, teachers, and external professionals to ensure that all pupils with Special Educational Needs and Disabilities (SEND) receive the support they need.

We are at a pivotal stage in our development as a school in regards to Inclusion. We recognise the growing level of need coming into our school community and, as a result, are looking for an individual who is creative, pro-active and ambitious in developing and delivering a provision which enables all our SEN students to be successful.

As a primary trained or SEN teacher, you will use your experience to help develop a curriculum, and interventions, for students who are joining secondary school significantly below expected standard with a key focus on literacy and numeracy. Your teaching commitment will be between 12-15 hours a week to support with the delivery of this.

You do not need to have previous SEN leadership experience. However, we are looking for someone who is a strong classroom practitioner with experience of overseeing and/or delivering in-class/additional interventions. The successful candidate will be supported in securing their NPQ for SENCOs.

#### Key Responsibilities SEND Leadership & Coordination:

- Assist the SENCO in leading and managing the provision for pupils with SEND, ensuring their needs are met effectively.
- Support the development and implementation of the school's SEND strategy, policies, and procedures.
- Liaise with parents, carers, and external agencies to ensure effective communication and provision for SEND pupils.
- Monitor and evaluate the effectiveness of interventions and provision, ensuring the best outcomes for all SEND students.
- Support in preparing and reviewing SEND documentation, including Education, Health, and Care Plans (EHCPs), Individual Education Plans (IEPs), and provision maps.

#### Teaching & Learning Support:

- Work alongside teachers to develop and implement differentiated learning strategies for SEND pupils.
- Support staff in delivering high quality inclusive teaching by providing training, coaching, and resources.
- Develop and deliver a specialist curriculum focused on key knowledge and skills in literacy and numeracy for identified students who are working below secondary standards -

- Deliver targeted interventions for pupils with additional needs where necessary.
- Foster an inclusive learning environment that encourages all students to reach their full potential.

### **Pupil Progress & Assessment:**

- Track and analyse the progress of SEND pupils, using data to inform intervention strategies.
- Work with class teachers to set SMART targets for pupils and review their progress regularly.
- Assist in preparing reports on SEND provision and pupil progress for leadership, governors, and external agencies.

### **Staff Training & Development:**

- Deliver CPD (Continuing Professional Development) sessions to teaching and support staff on SEND best practices.
- Provide ongoing guidance and mentoring to staff on effective SEND teaching strategies.
- Keep up to date with national SEND developments and ensure that the school remains compliant with the latest guidance and legislation.

### **Candidate Requirements Essential:**

- Qualified Teacher Status (QTS) or equivalent.
- Experience working with children with SEND in a primary school setting/SEN provision
- A strong understanding of the SEND Code of Practice and relevant legislation.
- Ability to work collaboratively with a range of stakeholders, including teachers, parents, and external professionals.
- Excellent communication and organisational skills.
- Commitment to inclusive education and supporting all children to succeed.

***PolyMAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All offer of employment is subject upon the Academy Trust receiving an Enhanced Disclosure and Barring Service Certificate (DBS), which the Academy considers to be satisfactory. If you are successful in your application, you will be required to complete a DBS Application Form. Any information disclosed will be handled in accordance with the Code of Practice published by the Disclosure and Barring Service. The post you are applying for is exempt from the Rehabilitation of Offenders Act 1974 and it is therefore an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.***

***In accordance with KCSIE 2025 shortlisted candidates will be subject to an online profile and social media check.***



## Person Specification

### Deputy SENCO with primary/SEN teaching experience

Qualification Criteria	Essential	Desirable
Qualified to teach and work in the UK with primary school experience	Y	
To be graduate and possess QTS e.g. PGCE	Y	
Experience leading department wide projects		Y
Knowledge, Skills and Experience	Essential	Desirable
Experience of working in a school environment, preferably within SEN, with ability to understand the complexities and challenges of working in this unique environment.	Y	
Knowledge of effective teaching and learning strategies, and confident in the ability to adapt teaching to meet pupil's needs.	Y	
To be able to confidently communicate effectively with pupils, parents, and carers.	Y	
Be or demonstrate the potential to become an outstanding teacher with a track record of success	Y	
Effective and systematic behaviour management	Y	
Knowledge of the national secondary education system, examinations and curriculum	Y	
Ability to enhance teaching delivery and learning by the use of ICT	Y	
To contribute to the education, development, and welfare of designated classes of pupils in accordance with the requirements of the current Conditions of Employment of Teachers.		Y
To provide guidance, support, and advice to pupils on educational, emotional, and social matters in accordance with safeguarding policies.		Y
To develop skills to meet the learning needs of all pupils in school, including those with significant difficulties/disabilities e.g. physical, emotional, social, behavioural, sensory and communication.		Y
Behaviours	Essential	Desirable
Genuine passion for and a belief in the potential of every pupil	Y	
A robust awareness of keeping children safe, noticing safeguarding and welfare concerns, and you understand how and when to take appropriate action	Y	
Deep commitment to providing and excellent education to every pupil, regardless of background	Y	
Excellent interpersonal, planning and organisational skills	Y	



Reflective and proactive in seeking feedback to constantly improve practice	Y	
Commitment to regular and on-going professional development and training to establish outstanding classroom practice	Y	
Commitment to and understanding of professionalism in line with the National Teaching Standards	Y	
Other		
Willingness to undertake training	Y	