

## **Job Description: Deputy SENDCo**

<b>Reports to:</b>	Senior Assistant Principal
<b>Start date:</b>	September 2024
<b>Location:</b>	Ark Evelyn Grace Academy, Shakespeare Road, SE24 0QN
<b>Contract:</b>	Permanent
<b>Salary</b>	AM1 (£37,667) – AM6 (£48,857) + TLR2C

### **The Role**

To lead, develop and support effective practice for students with particular learning needs to ensure their learning needs are addressed in the most effective way and, where appropriate, they are able to make rapid progress in line with the academy's expectations.

The post holder will maintain a teaching timetable of approximately 15 lessons a week, modelling outstanding practice in terms of classroom teaching, preparation, marking and assessment.

### **Key responsibilities**

- To support the development of the strategic direction of the SEN and EAL provision, including contributing to and the embedding of academy improvement plan and policies and procedures across the academy
- To be responsible for drafting EHCP plans for students across the academy
- To monitor the impact of teaching and learning activities on the progress made by students with SEN and provide termly reports and analysis
- To manage the educational provision of students educated off-site at alternative provisions and college.
- To administer the Managed Move process.
- To liaise with other schools to ensure continuity of support and learning when transferring students with SEN to the academy
- To be responsible for monitoring provision for children with SEN, EHCPs, LAC, EAL and liaise with staff and appropriate outside agencies such as the borough, EP and SALT
- To support the development of high achieving classrooms which supports and fosters the achievement of students with additional learning needs
- Line management responsibility for a team of TAs and teachers
- To manage exams access arrangements for students in Key Stage 4
- Organise grouping for interventions, inclusive of inclusion staff timetables
- To teach intervention groups and where necessary provide cover for co-teachers

### **Outcomes and activities**

#### **Leadership**

- Develop strategies to ensure early identification of students with additional needs
- Identify and adopt effective teaching approaches for students with special and additional needs
- Monitor teaching and learning activities through the online learning walk platform and provision maps, to meet the needs of all students

- Identify the training needs of staff and organise/coordinate INSET and CPD in SEN, EAL or other needs
- In consultation with the Senior Assistant Principal of Inclusion liaise with outside agencies and hold relevant Round Tables and Reviews to ensure all needs are met.
- Ensure regular and productive communication with parents and to develop strong partnerships, inclusive of support at parents evenings and academic review afternoons.

## **Teaching and Learning**

- Influence whole school teaching and learning policy to ensure aspects of inclusive teaching
- Create a climate for learning within teams and support the notion that all teachers are also learners
- In collaboration with the Senior Assistant Principal for Inclusion identify and lead intervention according to pupil needs, e.g. ASD's, Speech and Language, Behaviour etc
- With direction from the Senior Assistant Principal and within the context of the Academy's curriculum and schemes of work, plan and prepare effective teaching modules and lessons
- Teach engaging and effective lessons that motivate, inspire and improve pupil attainment
- Use regular assessments to set targets for students, monitor student progress and respond accordingly to the results of such monitoring
- To produce/contribute to oral and written assessments, reports and references relating to individual and groups of students
- Develop plans and processes for the classroom with measurable results and evaluate those results to make improvements in student achievement
- Ensure that all students achieve at least at chronological age level or, if well below level, make significant and continuing progress towards achieving at chronological age level
- Maintain regular and productive communication with students, parents and carers, to report on progress, sanctions and rewards and all other communications
- Direct and supervise support staff assigned to lessons and when required participate in related recruitment and selection activities
- Oversee and monitor the quality of provision maps as well as such as pastoral support plans, student profiles and maintain detailed information for subsequent meetings with parents
- Collect and interpret specialist assessment data gathered on students and use to inform practice
- Support developments and initiatives to improve standards in Literacy and Numeracy as well as access to the wider curriculum
- Ensure statutory responsibilities for SEN EHCPs and their Annual Review are met.

## **Academy Culture**

- Uphold the values of the Academy.
- Support the academy's values and ethos by contributing to the development and implementation of policies, practices and procedures
- Help create a strong academy community, characterised by consistent, orderly behaviour and caring, respectful relationships
- Help develop a culture and ethos that is utterly committed to achievement
- To be active in issues of student welfare and support
- Support and work in collaboration with colleagues and other professionals in and beyond the school, covering lessons and providing other support as required.

## **Other**

- Undertake other various responsibilities as directed by the Senior Assistant Principal for Inclusion.

## **Person Specification: Deputy SENCo**

### **Qualification Criteria**

- Qualified to degree level and above
- Qualified to teach and work in the UK
- Undertaken specific SENCo training (desirable)

### **Experience**

- Experience of identifying, monitoring, evaluating and providing effective strategies for students with SEN (desired)
- Experience of raising attainment of all students in a challenging classroom environment
- Experience of reflecting on and improving teaching practice to increase student achievement
- Evidence of continually improving the teaching and learning through schemes of work, assessment and extra-curricular activities etc.

### **Behaviours**

#### **Leadership and Management**

- Effective team member and leader
- High level of self-awareness and self-management in stressful situations
- High expectations for accountability and consistency
- Acts as a role model to staff and students
- Vision aligned with Ark's high aspirations, high expectations of self and others
- Genuine passion and a belief in the potential of every pupil
- Motivation to continually improve standards and achieve excellence
- Commitment to the safeguarding and welfare of all students.

#### **Teaching and Learning**

- Excellent SEN and classroom practitioner
- Effective and systematic behaviour management, with clear boundaries, sanctions, praise and reward
- Has excellent communication, planning and organisational skills
- Demonstrates resilience, motivation and commitment to driving up standards of achievement
- Acts as a role model to staff and students
- Commitment to regular and on-going professional development and training to establish outstanding classroom practice.

### **Other desirable training and skills**

- Training and practice in Ruth Miskin's 'Read, Write Inc.'
- Cognitive Behaviour Therapy
- Commitment to equality of opportunity and the safeguarding and welfare of all students



- Willingness to undertake training
- This post is subject to an enhanced Disclosure & Barring Service check.