



Job Description



South York
MULTI-ACADEMY TRUST

Job Title: Deputy SENCO		Reports to: SENCO	
DEPARTMENT: Fulford School		GRADE: 9	
JE REF:		PANEL DATE:	23/06/2020
1.	MAIN PURPOSE OF JOB <p>To work with the SENCO (Special Educational Needs Co-ordinator) to provide high quality support through administration, organisation, monitoring and evaluating the provision for students who are classified as Low attainers on Entry, SEND, EAL, LAC (circa 150 students) ; to ensure that all groups are making progress.</p> <p>To liaise with parents, organise reviews and support the annual review process for pupils with an EHCP.</p> <p>To work with all the necessary staff in school and outside agencies, devising and implementing support and strategies for students with medical needs making sure that all relevant members of staff are kept informed and that evaluation and review occurs.</p> <p>To support the work of the Education Resource Provision (ERP) Lead Practitioner and deputise for the SENCO.</p> <p>To coordinate the day to day whole school Teaching Assistant timetable - 25 staff and be the first contact for 15 staff to resolve day to day issues, supervision / performance management and annual appraisal etc.</p>		
2.	CORE RESPONSIBILITIES, TASKS & DUTIES:		
	i.	<p>Works alongside the SENCO to collate and analyse performance data, relating to all significant groups and to evaluate service delivery on the basis of this data.</p> <p>Support the work of the Education Resource Provision (ERP) Lead Practitioner and deputise for the SENCO.</p>	
	ii.	<p>Uses own initiative to assess and evaluate pupils' needs and leads the delivery of learning activities by application of specific skills, knowledge, experience and professional expertise as agreed with the SENCO under an agreed system of supervision.</p>	
	iii.	<p>Takes responsibility for planning challenging teaching and learning objectives. Evaluates and adjusts work plans as appropriate to meet pupils' needs.</p> <p>Update inclusion register and communicate to staff in partnership with the SENCO.</p> <p>Communicate and liaise with parents over entry and exit to the inclusion register.</p>	

	iv.	Support with the coordination and review of My Support Plans for SEN Support pupils. Ensure that Learning Plans and Pen Portraits are written for the relevant students and support the SENCO to monitor the implementation of these in the classroom.
	v.	Works in partnership with other adults involved in the education process and liaises with external professionals and parents/carers in relation to specific areas of responsibility, including taking the initiative to establish links where necessary and implement amendments in service delivery as required.
	vi.	Co-ordinates and Chairs meetings with other staff, external professionals and parents regarding pupils.
	vii.	Contributes to the school improvement plan by taking lead responsibility for specific areas of work or policy development, identified by the SENCO.
	viii.	Follows all school policies and procedures, in particular: School's Health and Safety Policy, Child Protection Policy, Behaviour Management Policy, Inclusion Policy, Equalities Policy and Information Policy.
	ix.	To lead and performance manage the Learning Support team (HLTAs, Learning Mentors and Teaching Assistants) in partnership with the SENCO. Responsible for coordinating and managing the day to day, whole school Teaching Assistant timetable - 25 staff. Liaise with Lead Practitioner for ERP on the support requirements for students in the ERP Base.
	x.	Makes appropriate use of data, analysis and monitoring of impact of interventions with the SENCO. Ensuring that consideration is made to policies relating to it and in line with the school's systems of working.
	xi.	Support the SENCO in monitoring the attendance of pupils with SEND and put relevant interventions and support structures in place to support any identified pupils and families.
	xii.	Contributes to the overall ethos, work and aims of the school.
	Xiii	To liaise with the school nurse to make arrangements to support students with medical conditions. Co-ordinate and monitor visits from therapy colleagues, record visits and when appropriate liaise with the therapy services to balance therapy and curriculum needs.
	Xiv	Works in partnership with teachers, within an agreed system of supervision. Works with individual pupils, small groups and whole classes. Liaise with SENCO and Lead Practitioner for the ERP to monitor progress of ASC pupils.
	Xv	Advise and contribute to the professional development of staff, including whole school INSET provisions.
	xvi	Use agreed computer programmes to report, monitor and assess pupil progress e.g. Class Charts, Provision Map, SISRA, CPOMs.
3.	SUPERVISION / MANAGEMENT OF PEOPLE Will be required to line manage 15 staff, including responsibility for the allocation and monitoring of work, appraisal, performance management, timetabling and training and using judgement and decision making to deal with any issues that arise be these service related or HR. Coordination and management of the whole school TA timetable (25 staff).	
4.	CREATIVITY & INNOVATION <ul style="list-style-type: none"> Applies judgement, knowledge and expertise to provide advisory support to staff at all levels across the school and acts as a mentor for staff line managed to ensure service 	

	<p>delivery is of a high standard, adds value and complies with statutory requirements.</p> <ul style="list-style-type: none"> • Monitors and is responsive to pupil learning and behaviour at all times; responsible for researching, evaluating adopting and implementing contemporary ideas to encourage pupils to learn. • Monitors and is responsive to pupils' personal needs and communication and adapting and implementing revisions to lesson plans in light of changing circumstances. • Communicates effectively with teachers, other professionals and parents whenever the need arises and recognises the need to communicate and potentially provide professional advice where required to improve performance. • On the basis of their knowledge and understanding of SEN pupils, needs and responses to learning, contributes actively to the planning and review of the differentiated curriculum and Learning Plans, My Support Plans and Pen Portraits by recommending changes in targets or provision to the teacher.
5.	<p>CONTACTS & RELATIONSHIPS</p> <ul style="list-style-type: none"> • Internal – <ul style="list-style-type: none"> ▪ Contributes to the Learning Support Team's planning, teaching and assessment of the curriculum - daily. ▪ Enables pupils' access to the planned curriculum and meets personal and social needs – daily. ▪ Leads Team meetings and contributes to whole school meetings as required. ▪ Supervises the work of colleagues on a daily basis to allocate and monitor workload and share any concerns and problems regarding personnel issues taking action where required. • External – <ul style="list-style-type: none"> ▪ Provides information about pupils' progress, strategies and issues eg therapists, nurses, specialist teachers and implements joint recommendations. Shares and discusses pupils' progress and needs and family needs with parents and devises and recommends strategies/courses of action as required. ▪ Supports transition working with the SENCO and feeder schools – to discuss the transfer of pupil data.
6.	<p>DECISIONS – discretion and consequences</p> <ul style="list-style-type: none"> • Recognises when it is necessary to implement agreed de-escalation strategies to minimise risk of pupils' behaviour becoming disruptive or dangerous. • Evaluates situations and applies judgement, knowledge and professional expertise to ensure service delivery is of a high standard, adds value and complies with statutory requirements for up to 150 pupils. • Takes action to meet pupils'/staff's needs as they arise to avoid undue physical or mental stress. • Communicates information effectively to teachers, other professionals and parents on a daily basis. • Recognise and take action to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress. • Responds to on-the-spot incidents requiring immediate attention/decisions on/off school premises and/or without direct contact with a senior member of staff. • Make decisions regarding staffing issues relevant to the supervisory responsibilities of the teaching assistant team.
7.	<p>RESOURCES - Financial & equipment</p>

	Normal office equipment in the SENCO office. Assisting SENCO with managing Learning Support budget. Responsible for purchasing, organising and managing the day to day resources for the Learning Support Department. Overall budget value <£3k.
8.	<p>WORK ENVIRONMENT –</p> <p>Work demands</p> <ul style="list-style-type: none"> • Need to implement activities in lessons as planned also working to other deadlines eg marking papers. Also need to implement actions in relation to specialist area of expertise as required. Work may be subject to some change and interruption eg unplanned absences of staff and children - which could be significant due to the number of pupils supported and staff, unexpected visits by parents and professionals and also when supervisory duties are called for. <p>Physical demands</p> <ul style="list-style-type: none"> • Involves mainly sitting with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, walking and running e.g. when meeting pupils' personal care needs, physical interventions with pupils, moving children with physical disabilities, following approved procedures. <p>Working conditions</p> <ul style="list-style-type: none"> • Majority of work takes place in classroom environment, may be involved in outside activities eg supervision of lunchtime, sports field activities, off-site educational activities in all weather conditions as required. • The role will involve attending meetings with outside agencies and will therefore involve travelling. There may also be the occasional possibility of meeting with parents/students in their home. <p>Work context</p> <ul style="list-style-type: none"> • Risk of verbal abuse and physical harm from a minority of pupils and members of the public who behave aggressively. • Risk of injury from moving and handling pupils with physical disabilities and caring for and working with children. • Risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene. • Risk of infection when dealing with unwell children. • May also involve visits in the home – following recognised procedures.
9.	<p>KNOWLEDGE & SKILLS</p> <ul style="list-style-type: none"> • Substantial specific knowledge and experience of working with young people with special educational needs. • Knowledge of relevant training strategies eg literacy, numeracy, KS3 etc • Excellent communication skills • Excellent interpersonal skills • Time management and organisational skills • Excellent literacy and numeracy skills equivalent to NVQ Level 2 in English and Maths • Ability to organise, lead and motivate a team • Ability to self evaluate learning needs and actively seek learning opportunities • Ability to relate well to children and adults • Relevant knowledge of first aid • Leadership skills • Effective use of ICT to produce appropriate resources to support learning • Good working knowledge of the national curriculum. • Knowledge of normal child development and children's personal development needs

	<ul style="list-style-type: none"> • Knowledge of the implications of common disabilities in children for school and families of pupils • Knowledge of strategies which promote good behaviour and discipline • Knowledge of developmental progression in the emotional curriculum • Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving and handling pupils with physical disabilities safely, using appropriate mechanical and other lifting devices, following recognised procedures. • Experience of working in a relevant discipline in a learning environment • Experience of working in multi-disciplinary teams • Experience of participating fully in planned intervention programmes for children with emotional and behavioural difficulties.
10.	Position of Job in Organisation Structure <pre> graph TD A[Job reports to: SENCO] --- B[THIS JOB] A --- C[Other jobs at this level:] B --- D[Jobs reporting up to this one: HLTAs, Learning Mentors (Grade 7)] </pre>