



Deputy Headteacher (SENCO/Inclusion) Job Description

Salary Leadership Scale L5 – L9

1.0 FTE

STATUS:

This role is within the Senior Leadership Team, working alongside another Deputy Headteacher (Curriculum). The post holder is accountable to the Headteacher.

MAIN PURPOSE OF THE POST:

- To lead the provision for SEND across the school. This includes being the SENCO.
- Under the overall direction of the Headteacher play a lead role:
 - in formulating the aims, objectives of the schools and establishing the policies through which they are to be achieved
 - be responsible for the standards and curriculum of all pupils including monitoring of progress towards achievement (in particular for those pupils with SEND)
 - proactively manage staff and resources
- Take full responsibility for the school in the absence of the Headteacher.
- Carry out the professional duties of a teacher as required
- To ensure that safeguarding practices are robust across the school and engage in relevant CPD to keep up to date with legislation and guidance.
- Undertake a whole school Inclusion role in accordance with the directions given by the Interim Executive Board and Headteacher.

PROFESSIONAL RESPONSIBILITIES:

To carry out the duties of a Deputy Headteacher as set out in the current Teacher's Pay and Conditions Document. The post-holder will be required to exercise his or her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below:

SENCO/INCLUSION RESPONSIBILITIES:

- Ensure that the school carries out its statutory responsibilities regarding all students with a Statement of Special Educational Needs / EHCP or with SEN profiles.
- Set the strategic direction and development of SEN Provision in the School (with the support of, and under the direction of the Headteacher).
- Exercise a key role in assisting colleagues with the strategic development of SEN policy / provision;
- Support all staff in understanding the needs of SEN pupils, monitoring pupil progress and evaluating the quality of teaching and learning.
- Analyse and interpret relevant school, local and national data.
- Undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies, providing maximum support and ensure continuity of provision.
- Contribute to the appraisal process for identified staff.
- Advise on and contribute to the professional development of staff, including whole school INSET provision.
- To maintain a thorough and up to date knowledge and understanding of the current SEND Code of Practice and of the school's curriculum and policies.
- Support annual reviews and attend / chair when necessary.
- Liaise with other school SENCOs as required.

WHOLE SCHOOL RESPONSIBILITIES:

- Be the SENCO across the whole school (both sites).
- Lead by example with a strong commitment to inclusion with high expectations for all learners.
- Work with the Headteacher to ensure the effective co-ordination of assessment, recording and reporting procedure, with a focus on SEND pupils.
- Assist in the co-ordination of the Staff Appraisal Cycle and assist in Appraisal of staff.
- Assist with the analysis of and reporting on data and performance trends within the core subjects – with a focus on SEND pupils.
- Develop effective lines of communication to ensure all staff have access to information and guidance relating to SEND, Inclusion and professional development.
- Participate, where appropriate, in the appointment of teaching and support staff.
- Share whole school responsibility for the mental health and well-being of children and staff.
- Ensure staff are well informed of all aspects of school life in order to promote good communication and high morale.
- Encourage the practice of working as a team.
- Show commitment to the extra-curricular activities of the school.
- Assist the Headteacher in maintaining and developing a positive and constructive partnership with parents and the local community.
- Take a lead responsibility for the pastoral care and behaviour management of children.
- Lead school assemblies when necessary.
- Remain up to date on developments and issues with regard to the management and curriculum of a primary school.
- Undertake any additional duties or responsibilities which may be reasonably regarded as within the nature of the post or determined by the Headteacher.
- Deputise for the Headteacher as and when necessary.
- This job description includes the role of Deputy Designated Safeguarding Lead (DSL), the duties of which are set out in Annex B of the current version of Keeping Children Safe in Education – Statutory Guidance for schools and colleges (DfE September 2019).

REVIEW OF THE JOB DESCRIPTION:

This job description will be reviewed annually. It can be amended as circumstances deem necessary following reasonable negotiation, at the request of the Headteacher or post-holder.

SEPTEMBER 2020

DEPUTY HEADTEACHER (SENCO/INCLUSION) PERSON SPECIFICATION

PEACHEHAVEN HEIGHTS PRIMARY SCHOOL – SEPTEMBER 2020

This person specification should be read in conjunction with the latest School Teachers' Pay and Conditions Document. It may be modified by the Head teacher, with the post holder's agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

QUALIFICATIONS

Essential	Desirable
A person who has: <ul style="list-style-type: none">• Qualified Teacher Status.• Honours degree or equivalent qualification.	<ul style="list-style-type: none">• NASENCO Qualification obtained or desire to work towards this.• Evidence of Continuing Professional Development.

EXPERIENCE

Essential	Desirable
A person who has experience of: <ul style="list-style-type: none">• Being a recent SENCO in a primary school for at least two years.• Leading and managing effective Inclusion provision with a thorough understanding of and commitment to inclusive education.• Recent leadership role in a primary school.• Working with other schools, parents and groups within the wider community.• Leading whole school staff training.	<ul style="list-style-type: none">• Teaching experience in more than one school.• Leading staff teams and appraisal procedures.

PERSONAL AND PROFESSIONAL SKILLS

Essential	Desirable
<p>A person who is able to:</p> <ul style="list-style-type: none"> • Lead whole school SEND provision and carry out the duties of a SENCO to fulfil statutory obligations. • Support the aims and ethos of the school. • Demonstrate confidence in modelling classroom practice for his/her colleagues. • Communicate clearly and effectively with all those involved in the life of the school. • Motivate and inspire confidence in pupils, staff, parents and the wider community in order to further develop and promote the school. • Advise on and contribute to the professional development of staff, including whole school INSET provision. • Carry out teaching duties as and when required in accordance with school schemes of work and the national curriculum 	<ul style="list-style-type: none"> • Think creatively and imaginatively to solve problems and identify opportunities. • Facilitate a collaborative approach to decision making. • Delegate and monitor effectively. • Be flexible and supportive of staff. • Contribute to staff development activities. • Set a good example in terms of dress, punctuality, attendance and general professionalism. • Be approachable and have a sense of humour. • Support the Headteacher in staff appraisal. • Have lots of energy and enthusiasm.

KNOWLEDGE AND UNDERSTANDING

Essential	Desirable
<p>A person with a good knowledge and understanding of:</p> <ul style="list-style-type: none"> • The application of classroom observations, pupil voice, line management and target setting to raise standards in teaching and learning for SEND pupils. • Current national education initiatives, especially in relation to SEND. • Target setting; pupil tracking; benchmarking and other methods of analysing both pupil attainment and achievements, with a focus on SEND pupils. • Strategies for inclusion and accelerated pupil progress. • A commitment to developing the whole child through an enriched curriculum in school and extra-curricular activities. • Developing pupils' mental health and emotional well-being. • Child Protection and Safeguarding procedures and legislation. 	<ul style="list-style-type: none"> • ICT and its effective use as a management tool as well as across the curriculum to enhance teaching and learning. • School Development Planning and School Self Evaluation, including experience of assisting the HT in writing the SDP and the School SEF. • Working knowledge of ASP and FFT. • Working with the Interim Executive Board. • Working in partnership with parents and outside agencies.