



## Deputy SENCO (non-teaching) JOB DESCRIPTION

### Role Purpose:

The purpose of this role is to work closely with the SENCO to ensure pupils are safe, have a positive sense of wellbeing and achieve their full potential academically by reducing barriers to learning. To also provide focused support to students with complex needs, ensuring no student is left behind.

### Key Accountabilities:

Reporting to the SENCO, this post holder will be accountable for

- Working with the SENCO to support faculties in ensuring outstanding outcomes for SEND students
- Providing guidance to colleagues on teaching pupils with SEN or a disability and advise on the graduated approach to SEN support
- Assisting with the development and implementation of strategies aimed at raising the achievement of SEND students.
- Actively promoting and demonstrating creativity and innovation when searching out new strategies to support our SEND students
- Leading and monitoring appropriate intervention programmes for SEND students
- Supporting all curriculum areas to contribute positively to raise the achievement of SEND students
- Maintaining good quality school documentation pertaining to the Learning Support needs of all students
- Deputising for the SENCO at PEP meetings with outside agencies and ensure PEP documents are personalised, robust and include SMART targets aimed at raising the achievement of individual students
- Deputising for the SENCO in liaising with and co-ordinating the contribution of external agencies such as Educational Psychology and CAMHS
- Assisting with CPD training for teaching and learning of SEND students
- Adhering to the C.O.P
- Promoting and embedding whole school priorities and initiatives as appropriate within the department
- Assisting the SENCO to evaluate, monitor and communicate faculty performance priorities and targets.
- Assist the SENCO to develop and embed strategies that maximise the use of technology by students and staff to support teaching and learning and boost outcomes
- Maintain an accurate SEND register and provision map
- Support faculties in ensuring accurate record keeping and data for SEND students

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- Analyse assessment data for pupils with SEN and/or a disability and liaise with the SENCO and teaching colleagues to implement appropriate interventions

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## Culture

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

During term time the DSL (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. It is a matter for individual schools and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

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## PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

## OUR VALUES

<b>Thinking Big</b>	<ul style="list-style-type: none"><li>• Show energy, enthusiasm and passion for what you do</li><li>• Demand the highest quality in all that you do, and in the work of your team</li><li>• Willing to champion new ideas and think beyond the status quo</li><li>• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better</li><li>• Be open to new ideas and change where it will have a positive impact on the organisation</li><li>• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT</li><li>• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work</li><li>• Commitment to self-development, and developing your wider Team</li><li>• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further</li><li>• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence</li></ul>
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<p><b>Doing the Right Thing</b></p>	<ul style="list-style-type: none"> <li>• Have integrity and honesty in all that you do</li> <li>• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work</li> <li>• Take responsibility and ownership for your area of work</li> <li>• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils</li> <li>• Be transparent and open</li> <li>• Be resilient and trustworthy</li> <li>• Stand firm and stay true to our mission</li> </ul>
<p><b>Showing Team Spirit</b></p>	<ul style="list-style-type: none"> <li>• Understand how you can have a greater impact as a team than you can as an individual</li> <li>• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission</li> <li>• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level</li> <li>• Recognise and celebrate the success and achievements, no matter how small, of your colleagues</li> <li>• Be generous with sharing your knowledge to help to develop others</li> <li>• Understand and be willing to receive suggestions and input on your area of work from others</li> <li>• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work</li> <li>• Be aware of other peoples' needs and show an ability to offer genuine support</li> <li>• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams</li> </ul>

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## KNOWLEDGE, EXPERIENCE & SKILLS

**Requirement**      **Assessed at**  
**E – Essential**      **A – Application Stage**

**D – Desirable**      **I – Interview Stage**

**P – During the probationary period**

		<b>E</b>	<b>D</b>	<b>A</b>	<b>I</b>	<b>P</b>
<b>Organisational Fit</b>	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
<b>Knowledge</b>	GCSEs grade 5-9 or equivalent in Maths and English	X		X	X	
	Meet Higher Level Teaching Assistant standards or equivalent qualifications or experience	X		X	X	
	Sound knowledge of SEND Code of Practice 2014	X		X	X	X
	Knowledge of current education legislation, Ofsted framework, best practice, national trends and innovation					
	Knowledge and understanding of how children learn and how to motivate them	X		X	X	X
	Knowledge of strategies for spelling, reading and number skills	X		X	X	X
	Knowledge and experience of using basic diagnostic tests for identifying specific needs	X		X	X	X
	Evidence of Continuing Professional Development	X		X	X	X
<b>Experience</b>	Experience of working with children of the relevant age range and their families in an educational setting or similar	X		X	X	X
	Experience of working closely with parents in successful home-school partnerships that support pupils' needs	X		X	X	X
	Experience of delivering effective and appropriate intervention programmes and strategies.	X		X	X	X
	Experience of working with external agencies	X		X	X	X
	Experience of dealing effectively with complex situations involving families and young people	X		X	X	X

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	Experience of preparing documentation for external agencies and statutory returns	X		X	X	X
	Experience of training and coaching colleagues	X		X	X	X
Skills	Ability to build and maintain effective working relationships with pupils and parents/carers	X		X	X	X
	Ability to build and maintain effective working relationships with internal colleagues and external agencies	X		X	X	X
	Ability to communicate effectively with a wide range of stakeholders using a variety of media	X		X	X	X
	Ability to hold difficult conversations confidently and effectively	X		X	X	X
	Ability to produce reports in appropriate formats	X		X	X	X
	Ability to analyse and evaluate data to identify, student needs and appropriate strategies to overcome barriers to learning	X		X	X	X
	Ability to prioritise workload effectively to meet deadlines and work under pressure	X		X	X	X
	Ability to use ICT and other specialist equipment	X		X	X	X
	Ability to use software, spreadsheets, databases and other packages effectively	X		X	X	X
	Ability to work effectively within a team environment	X		X	X	X

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