JOB DESCRIPTION

ROLE PROFILE:	DEPUTY SENCO

ORGANISATIONAL ARRANGEMENTS:

Job holder:

Reports to: **SLT link**

PART 1 You are required to carry out the duties of a schoolteacher as set out in the relevant paragraphs of the current School Teachers' Pay and Conditions document.

PART 2 The post requires you to teach pupils in the age range 11-16.

PART 3 You are required to carry out such particular duties which form part of the relevant sub-paragraphs and paragraphs of The Document as the Headteacher may reasonably direct from time to time.

In addition you are required to undertake the following responsibilities within the framework of School Policy, LEA and National regulations.

To exercise the authority delegated from the Headteacher to ensure that all aspects of the Job Description are effectively delivered within the terms of "The Document" and to be accountable for each aspect to the appropriate colleagues as detailed below.

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a) Teacher standards and expectations:

Part one: teaching

1. Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2. Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes

- plan teaching to build on students' capabilities and prior knowledge
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum

5. Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

Part Two: Personal and professional conduct

1) Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

2) Have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in your own attendance and punctuality.

3) Have an understanding of, and always act within, the statutory frameworks which set out your professional duties and responsibilities.

b) Position held:- Deputy SENCO
Expected - Tasks, expectations & accountabilities for the role at Wildern

1. Strategic Leadership & Ethos

- Deputise for the SENCO in their absence across all relevant school and external forums.
- Promote a culture of inclusion, high aspirations, and positive morale within the Learning Support Department and across the wider school.
- Model exemplary, inclusive teaching and learning strategies for colleagues.
- Support the SENCO in the strategic deployment, training, and performance monitoring of Teaching Assistants.
- Represent the department's vision and policies in whole-school consultations, working parties, and curriculum forums.
- Foster positive professional relationships within the team, resolving departmental challenges and supporting staff well-being.
- Ensure statutory compliance with the SEND Code of Practice and whole-school policy implementation within the department.

2. Operational SEND Management & Casework

- Manage an allocated caseload of Education, Health and Care Plan (EHCP) annual reviews across year groups, completing all statutory documentation within statutory timeframes.
- Liaise proactively with outside agencies and specialists (e.g., Educational Psychologists, Specialist Teacher Advisory Services, Outreach teams) to facilitate timely referrals and multi-agency support.
- Coordinate and lead on the effective transition of students with SEND from Primary to Secondary school.
- Support the SENCO with the effective transition of students with SEND from secondary to post 16 pathways.
- Assist the SENCO in reviewing, maintaining, and disseminating student SEN profiles and the whole-school SEN Register.
- Deliver targeted, evidence-based interventions for identified students with SEND (individually or in small groups) according to assessed need.
- Oversee access arrangements, coordinating specialist screening/testing and working toward the appropriate specialist assessor qualification.
- Coordinate whole-school reading and dyslexia screening in collaboration with the Literacy Coordinator and Lead Practitioner for Interventions.

3. Curriculum, Teaching & Learning Support

- Collaborate with Directors of Learning (DoLs) to ensure curriculum Schemes of Work (SOW) and digital learning resources (Google Sites) are fully accessible, differentiated, and compliant with national standards.

- Design and deliver high-impact CPD and targeted advice for teaching staff on high-quality inclusive teaching, differentiation, and adaptive teaching strategies (including specific learning difficulties such as Dyslexia).
- Work alongside curriculum staff to integrate a coherent approach to disciplinary literacy and phonics across all subject areas.
- Assist the SENCO in ensuring classroom teachers are fully informed of vulnerable learners' needs and equipped to implement recommended classroom adjustments.

4. Monitoring, Data & Evaluation

- Track and monitor the academic progress, attendance, and engagement of specific SEND cohorts, coordinating interventions to close attainment gaps.
- Analyse internal assessment cycles (WAD data), baseline indicators, and external examination results to evaluate intervention impact and set aspirational targets.
- Provide structured data feedback to the SENCO following each WAD cycle to identify students requiring graduated response adaptations.
- Monitor the consistency and quality of departmental assessment, feedback, and reporting in line with whole-school policies.

5. Behaviour, Pastoral & Operational Systems

- Assist the SENCO in upholding the school's learning culture and establishing clear, consistent behaviour routines within the Learning Support area.
- Act as a senior point of contact for parental queries, liaising effectively to resolve concerns and de-escalating challenging communications.
- Establish efficient administrative workflows for the department, including the timely scheduling of meetings, preparation of agendas, and publication of minutes.
- Conduct designated performance appraisals for identified support staff colleagues.
- Support whole-school life by championing SEND participation in extra-curricular activities, House events, and school-wide initiatives.

6. Professional Expectations & Safeguarding

- Maintain an up-to-date working knowledge of national SEND legislation, the SEND Code of Practice, and safeguarding statutory guidance (*Keeping Children Safe in Education*).
- Support colleagues in identifying and reporting child protection and safeguarding concerns promptly and in accordance with school policy.
- Support the induction and mentoring of new teaching and support staff joining the department.
- Identify CPD opportunities for support staff that balance individual professional development with departmental priorities.
- Champion students' preparation for adulthood, personal development, healthy lifestyles, and safe practices.
- Maintain high standards of professional conduct, confidentiality, and integrity at all times.

Additionally at Wildern:-

- Keep up to date with new pedagogy/new technologies/curriculum initiatives and their use and impact to enhance learning within your subject area.
- Ensure lesson planning is maintained and recorded in the Teacher's Planner.
- Be responsible for all aspects of your classroom, its contents, surrounding area including health and safety and reporting defects.
- Contribute to the appropriate section of the School Improvement Plan, meeting agreed timescales and success criteria.
- Manage learning resources within the classroom including issue and return

- Represent the Curriculum Area, as advised, on the appropriate working groups and/or Area Consortium groups.

NOTE 1 The days are to be specified by the Headteacher under paragraph 51.17 - 51.19 of the School teachers' Pay and Conditions document and the hours allocated by the Headteacher under paragraph 51.20 - 51.27 of the School teachers' Pay and Conditions document shall be the subject of a separate statement issued by the Headteacher.

NOTE 2 The job description may be reviewed at the end of the Academic Year or earlier if necessary. In addition it may be amended at any time after consultation with you.

NOTE 3 The school timetabled day is between the times of 8.00 am and 5.00pm. Teachers will be required to fulfil their 1265 hours within the range of the school day that may vary on an annual basis.

NOTE 4 Additional non contact periods above the schools normal allocation may be used for cover periods in excess of 38 hours.

Date Prepared: Nov 2026

Prepared By:

Date Reviewed:

Reviewed By: