



## **JOB DESCRIPTION**

**Job Title:** Deputy Headteacher/SENDCo

**Location:** Farsley Farfield Primary School

**Pay Range:** Leadership 10-14

### **1. PURPOSE OF THE JOB**

To assist and support the Headteacher with the leadership and management of the school to achieve the highest standards of pupil achievement and school efficiency. The post-holder will be school SENDCo and deputise in the absence of the Headteacher. Leadership of SEND is expected to be a very large part of this role.

### **2. THE STATUTORY REQUIREMENTS**

The appointment is subject to the current conditions of employment for Deputy Headteachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment [note: this is a requirement under the SEND Code of Practice]

### **3. DUTIES AND RESPONSIBILITIES**

This role is intended to be non class-based, with occasional but limited periods of class cover.

#### **Shaping the future**

- Ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- Motivates and works with others to create a shared culture and positive climate
- Works with individual staff and teams to translate the school vision into agreed objectives and operational plans that will promote and sustain school improvement

#### **Strategic development of SEND policy and provision**

- Has a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision
- Contributes to school self-evaluation, particularly with respect to provision for pupils with SEND
- Ensures that the SEND provision within school is inclusive and effective at all levels



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- Has a sound knowledge of the SEND Code of Practice and ensure the school's SEND provision meets its requirements
- Has an up-to-date knowledge of national and local SEND-related initiatives
- Ensures that the SEND policy is put into practice, and that the objectives of this policy are reflected in the School Improvement Plan
- Ensures that the school 'offer' is kept up to date and published on the school website
- Evaluates the extent to which funding is being used effectively, and propose changes where necessary

## Operation of the SEND policy and coordination of provision

- Maintains an accurate SEND register and Individual Provision Maps
- Provides guidance to colleagues on teaching pupils with SEND, and advise on the graduated approach to SEND support
- Applies for relevant support and funding through the Education, Health and Care Plan system
- Advises on the use of the school's budget and other resources to meet SEND pupils' needs effectively, including staff deployment
- Is aware of the provision in the local offer
- Works with early years providers, other schools, educational psychologists, SENIT, SENSAP, SLT, health and social care professionals and other external agencies
- Is a key point of contact for external agencies, especially the local authority
- Analyses assessment data for pupils with SEND
- Implements (and potentially leads) intervention groups for pupils with SEND and evaluates their effectiveness

## Support for pupils with SEN or a disability

- Supports teachers to identify a pupil's SEN or disability
- Co-ordinates provision that meets the pupil's needs and monitor its effectiveness
- Secures relevant funding and/or services for the pupil
- Ensures records are maintained and kept up to date
- Leads in the application or review of any Education, Health and Care plan (EHCP) with parents or carers, the pupil, school staff and other professionals
- Communicates regularly with parents or carers
- Ensures that if the SEND pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promotes the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Works with the designated teacher for Children Looked After (CLA), where a looked-after pupil also has SEND

## Leadership and management

- Works with the Headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepares and review information the Governing Body is required to publish
- Reports to the governor with responsibility for SEND and CLA
- Contributes to the School Improvement Plan
- Identifies training needs for staff and how to meet these needs
- Leads related INSET for staff
- Promotes an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND



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- Is a model of exemplary practice in all aspects of teaching role
- Is a visible and approachable presence and a positive role model for staff and children – foster good working relationships at all times
- Is proactive in leadership role and supports the wider work of the Senior Leadership Team
- Is a Performance Management line manager for TAs working in a SEND-related role
- Formally deputises for the Headteacher in their absence

### **Managing the organisation**

- Contributes to the successful recruitment, retention and deployment of staff
- Implements evidence-based school improvement plans and policies for the organisation and its facilities
- Ensures that school practices take account of national and local policies and initiatives
- Supports the management of the school environment to ensure that the school meets all health and safety regulations and operates in an increasing sustainable manner

### **Leading teaching and learning**

- Is a good role model to all teaching staff within the school and reflects a high level of professional teaching standards and conduct
- Demonstrates and articulates high expectations and set stretching targets for the whole school
- With others, monitors, evaluates and reviews classroom practice and manages some improvement strategies

### **Developing self and working with others**

- Manages positive working relationships with all staff
- Motivates and challenges all staff to maintain high expectations of behaviour
- Develops and maintains effective strategies and procedures for staff induction, professional development and performance review
- Identifies key CPD for self and others

### **Securing accountability**

- Works with the governing body to enable them to meet their statutory responsibilities
- Is able to present the school's performance and other school initiatives to a range of audiences: parents, governors, school improvement officers and other external agencies e.g. Ofsted

### **Strengthening the community**

- Works with other agencies to ensure that the school is integrated into the wider community
- Builds the reputation of the school with the outside community
- Creates and maintains partnerships with parents and carers to support and improve pupils' achievement and personal development



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### **Team working and collaboration**

- Participates in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Works as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contributes to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensures that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Takes part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school

### **Safeguarding and child protection**

- Plays an active role in the Safeguarding Team of the school at either DSL or deputy DSL level
- Ensures that the child protection policies and procedures adopted by the governing body are fully implemented and followed by all staff
- Takes on the role of designated teacher for Children Looked After

### **Fulfil wider professional responsibilities**

- Works collaboratively with others to develop effective professional relationships
- Makes a positive contribution to the wider life and ethos of the school

### **Other**

- Has professional regard for the ethos, policies and practices of the school in which you teach and maintain high standards in your own attendance and punctuality
- Performs any other reasonable duties as requested by the Headteacher



**Deputy Headteacher with SENDCo**  
**PERSON SPECIFICATION**

**Key:**

**App** - Application Form

**Ref** - Reference

**SP** - Selection process. This could include a range of exercises, including an interview.

<b>Knowledge, Experience and Skills</b>		
	Essential/ Desirable	How identified
<b>Leadership and management</b>		
Ability to build effective relationships with staff, parents, governors and other agencies	E	App/SP
Ability to line manage staff	D	App/SP
Ability to use HR policies and procedures	D	App/SP
Ability to make and implement difficult decisions	E	App/SP
<b>Shaping the future</b>		
Implements an improvement plan across a key stage, area or class room, identifying the priorities and evaluating the impact	E	App/SP
Works with and motivates teams and individuals to implement improvements across the school	E	App/SP
<b>Leading teaching and learning</b>		
A very good role model in all teaching standards	E	App/SP
Knowledge of how to use data to monitor pupil progress	E	App/SP
Ability to identify effective interventions to ensure pupils maintain good progress	E	App/SP
Ability to identify excellent classroom practice to enable teachers to improve through effective feedback	E	App/SP
Strong understanding of SEND in a school context	E	App/SP
Successful experience of leading SEND in a school	D	App/SP
<b>Developing self and working with others</b>		
Regularly reviews own practice and continually participates in quality CPD	E	App/SP
Identifies and uses CPD to motivate, enthuse and develop staff	E	App/SP
Ability to plan and allocate work effectively	E	App/SP
Ability to coach and mentor staff	E	App/SP
<b>Managing the organisation</b>		
Recruits, retains and manages a range of school staff, including allocation and reallocation of staff resources	E	App/SP
Manages the school's environment in line with health and safety regulations and in a manner that promotes sustainability	D	App/SP
<b>Securing accountability</b>		



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Holds people to account for what they have agreed to deliver	E	App/SP
Works effectively with the governing body to fulfil statutory duties	D	App/SP
Provides SEND-related and other performance data to parents, governors and school improvement officers	D	App/SP
<b>Strengthening the community</b>		
Builds relationships with community groups, outside agencies and other schools to benefit the educational progress, well-being and opportunities afforded to our children and staff	D	App/SP
Promotes the school	D	App/SP
Works with parents and carers to improve pupil achievement and well-being	E	App/SP
<b>Child protection</b>		
Is aware and able to manage effective CP policies and procedures	E	App/SP
Ability to deal with sensitive issues in a supportive and effective manner	E	App/SP
Training and experience in a designated safeguarding role	D	App/SP
<b>Qualifications and training</b>		
Qualified Teacher Status	E	App/SP
NPQ for SENDCos (or National Award for SEN Coordination NASENCO)	D	App/SP
NCSL – Leading from the middle (or another NCSL leadership programme)	D	App/SP
<b>Personal qualities and attributes</b>		
Moral purpose	E	SP
Excellent communicator (listening, putting a message across)	E	SP
Child-centred	E	SP
Resilient	E	SP/R
Integrity	E	SP/R
Self-motivation and able to motivate others	E	SP
Well-organised and able to meet deadlines	E	SP/R
Commitment to inclusion	E	SP/R
Enthusiasm and optimism	E	SP/R
Excellent problem solving/analytical skills	E	SP
Self-awareness, knowledge of strengths and limitations	E	SP