



# St Bonaventure's

## Job Description and Person Specification

### Deputy SENCo

#### Reporting to:

SENCo; Deputy Head of Teaching, Learning and Assessment, Headteacher

#### The overarching responsibilities of the Assistant SENCo include:

- Assisting the SENCo in the operation of the Learning Support Department, contributing to achieving the aims and objectives of St Bonaventure's for our students with Special Educational Needs and disabilities.
- Supporting the development and teaching of an effective and stimulating curriculum that removes barriers to progress and maximise the attainment of students
- The post holder will be expected to work closely with the SENCo and take an active interest in the wider aspects of Learning Support.

#### The principal duties of the Assistant SENCo are to:

##### Leadership

- Assist the SENCo with the identification, assessment and provision for all children with Special Educational Needs or Disabilities
- Deputise for the SENCo if required
- Support the SENCo with providing a strategic vision for the Department
- Raise standards of SEND student inclusion, attainment and achievement by monitoring and supporting student progress
- Work collaboratively, alongside the SENCo, with the Learning Support Department to find creative and innovative solutions and to foster a strong team ethos
- Managing and deploying available resources including, under direction from the SENCo, assisting in the day-to-day line-management of staff working within the department

##### Communication and Support

- Help advise staff with developing a broad, balanced and inclusive curriculum to help SEND learners succeed.
- Liaise with Learning Support Department, Heads of Department, class teachers and Heads of Year about students with SEN and, where necessary, refer students to the appropriate external agencies for further support
- Engage in liaison meetings with appropriate outside agencies, under direction of the SENCo e.g. Educational Psychologist, Speech and Language service, Occupational Therapists etc. and to facilitate opportunities for external agencies to work with students and staff when appropriate



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- Advise Teaching Assistants of the needs of students with learning inclusion issues and of suitable methods and strategies to remediate these needs. This may include the modelling of good practice or support with planning and review
- Advise staff with strategies for differentiation

## Tracking and monitoring

- Ensure that SEND identification and assessment processes, are in place and regularly reviewed
- Alongside the SENCo, Monitor student progress through the use of student trackers, Individual Support Plans and other school wide or departmental assessment data to ensure that appropriate intervention strategies that raise overall standards are implemented

## Key tasks:

The key tasks for the Assistant SENCo are to:

- Assist with the smooth day-to-day running of the Department.
- Keep up to date with national developments in the departmental area, and to remain informed of recommended teaching practice and methodology.
- Plan and deliver, in consultation with the SENCo, suitable programmes of work and in-class support strategies for students with SEND.
- Alongside the SENCo and HLTAs, plan and deliver appropriate intervention groups, e.g. Zones of Regulation, Talkabout, reading intervention.
- Alongside the SENCo, plan and develop alternative curriculum pathways for students unable to access GCSEs.
- Assist with staff development and INSET training with regard to SEND where appropriate
- Alongside the SENCo, line management of learning support staff, including appraisal meetings.
- Work with the SENCo to ensure that students are awarded appropriate examination concessions in respect of their needs and trained in their usage, and to deploy support staff to assist with such concessions as appropriate
- Keep detailed records of the progress of key students receiving Learning Support, including writing and reviewing Individual Support Plans, alongside HLTAs.
- Take every opportunity to positively engage with parents and carers, forming strong links to communicate regarding all SEND issues related to their children
- Write or assist with applications for EHCPs, if required
- Support the SENCo with assessing and deciding the next steps for children who are causing concern
- Support the SENCo with ensuring the SEND Register is kept up to date
- Support the SENCo in developing a costed provision map
- Support the SENCo with the implementation of interventions throughout the school, including working with LSAs and HLTAs in different year groups

## Supervision of pupils

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- Adhere to the school's behaviour policy, following set procedures and guidelines in a calm manner.
- Be aware of individual dietary and medical needs, including allergies, and of the procedures in case of emergency.

## General Duties

- To undertake other duties and responsibilities as required by the Headteacher commensurate with the grade of the post.

## Desired Skills, Knowledge and Experience

We know that some people may not have 100% of the things we might think we want for a role but can make an EXCELLENT addition to our team and bring new things to the table that we may not have considered. If you think your skills and experience make you a good fit for this role, please do not be put off if you do not match 100% of the desired criteria! The notes should help you see if something is absolutely essential for you to be considered.

- Degree
- Qualified Teacher Status is essential
- Evidence of Continuing Professional Development relevant to SEND.
- Ability to teach core subjects or Humanities would be advantageous.
- Experience of working at a primary level is also desirable
- Sound knowledge of the SEND Code of Practice
- Understanding of what makes 'quality first' teaching, and of effective intervention strategies
- Ability to plan and evaluate interventions
- Experience running interventions with SEND students
- Data analysis skills and the ability to use data to inform provision planning
- Effective communication and interpersonal skills
- Ability to build effective working relationships
- Ability to influence and negotiate
- Good record keeping skills
- Good administrative and IT skills
- Involvement of self-evaluation and development planning
- Experience of conducting training/leading INSET
- Sensitivity to the needs of all pupils and an ability to adapt methods of support
- Excellent organisational skills and the ability to delegate
- Leading Annual Reviews
- Willingness to share outstanding practice and support the development of staff
- Share a creative and enthusiastic approach to cross-curricular opportunities

## Personal qualities

- Commitment to safeguarding and equality



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- Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school
- Capacity to work alongside colleagues, contributing effectively to a team
- Ability to quickly establish and maintain positive relationships with students, staff and families
- Commitment to equal opportunities and securing good outcomes for pupils with learning needs or a disability
- Ability to work under pressure and prioritise effectively
- Commitment to maintaining confidentiality at all times
- Willingness to contribute to the wider school curriculum and community
- Ability to communicate warmly, positively and authentically with parents about their child's progress and potential
- Consistently exhibit high standards of conduct including punctuality, professional appearance and discretion
- Passionate about teaching.
- Understands that education has the ability to change lives.
- Enjoys working with children.
- Effective communicator.
- Trustworthy and honest.
- Committed to improving the life chances of children.
- Enthusiastic.
- Confident, positive and flexible.
- Supportive to the Catholic Faith and identity of the school.
- A calm disposition.



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