# **Rolph CofE Primary School & Nursery - Job Description**

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| **Job Title** | **Deputy headteacher & SENCo** |
| **Grade** | Leadership Grade 3 - 7 |
| **Character of the School** | in a Church of England School you are required to have regard tothe Christian character of the School and its Foundation and to undertake not to do anything in any way contrary to the interests of the Foundation. |
| **Reports to** | Headteacher |
| **Responsible for** | Line management of Teaching Assistants |
| **Liaison with** | Colleagues, other agencies and children and their families. |
| **Job Purpose** | To deputise for the headteacher and be the special educational needs co-ordinator for the school. |
| **Principal Accountabilities** | The deputy headteacher and SENCo, under the direction of the headteacher, will take a major role in:* Formulating the aims and objectives of the school
* Establishing policies for achieving these aims and objectives
* Managing staff and resources to that end
* Monitoring progress towards the achievement of the school’s aims and objectives
* If the headteacher is absent, the deputy headteacher will deputise, as directed by the governing board.
* Determine the strategic development of special educational needs (SEN) policy and provision in the school
* Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
* Provide professional guidance to colleagues, working closely with staff, parents and other agencies
* Deputy Safeguarding Lead
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| **Duties** | Qualities and knowledgeUnder the direction of the headteacher:* Support with the day-to-day management of the school
* Communicate the school’s vision compellingly and support strategic leadership
* Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
* Build positive relationships with all members of the school community, showing positive attitudes to them
* Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
* Work with political and financial astuteness, translating policy into the school’s context
* Seek training and continuing professional development to meet own needs

Pupils and staffUnder the direction of the headteacher:* Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
* Ensure excellent teaching in the school, including through training and development for staff
* Establish a culture of ‘open classrooms’ as a basis for sharing best practice
* Create an ethos within which all staff are motivated and supported to develop their skills and knowledge
* Identify emerging talents, coaching current and aspiring leaders
* Hold all staff to account for their professional conduct and practice

Systems and processesUnder the direction of the headteacher:* Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose
* Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
* Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
* Work with the governing board as appropriate
* Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
* Support distribution of leadership throughout the school

The self-improving school systemUnder the direction of the headteacher:* Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
* Develop effective relationships with fellow professionals
* Model entrepreneurial and innovative approaches to school improvement and leadership
* Inspire and influence others to believe in the fundamental importance of education in young people’s lives and to promote the value of education

Strategic development of SEN policy and provision* Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
* Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
* Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
* Maintain an up-to-date knowledge of national and local initiatives which may affect the school’s policy and practice
* Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

Operation of the SEN policy and co-ordination of provision* Maintain an accurate SEND register and provision map
* Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
* Advise on the use of the school’s budget and other resources to meet pupils’ needs effectively, including staff deployment
* Be aware of the provision in the local offer
* Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
* Be a key point of contact for external agencies, especially the local authority
* Analyse assessment data for pupils with SEN or a disability
* Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability* Identify a pupil’s SEN
* Co-ordinate provision that meets the pupil’s needs, and monitor its effectiveness
* Secure relevant services for the pupil
* Ensure records are maintained and kept up to date
* Review the education, health and care plan with parents or carers and the pupil
* Communicate regularly with parents or carers
* Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
* Promote the pupil’s inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

Leadership and management* Work 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
* Prepare and review information the governing board is required to publish
* Contribute to the school improvement plan and whole-school policy
* Be involved in self evaluation
* Identify training needs for staff and how to meet these needs
* Lead INSET for staff
* Share procedural information, such as the school’s SEN policy
* Promote an ethos and culture that supports the school’s SEN policy and promotes good outcomes for pupils with SEN or a disability

The deputy headteacher & SENCo will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the deputy headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher. |
| **General** | * *To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.*
* *To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace*
* *Ensure that all duties and services provided are in accordance with the School’s Equal Opportunities Policy*
* *The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.*
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# **Rolph CofE Primary School & Nursery - Person Specification**

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| Qualifications, Training and Experience | * Qualified teacher status
* Degree
* Professional development in preparation for a leadership role
* Successful leadership and management experience in a school
* Teaching experience
* Involvement in school self-evaluation and development planning
* Line management experience
* Experience of contributing to staff development
* National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment
* Experience of working at a whole-school level
* Involvement in self-evaluation and development planning
* Experience of conducting training/leading INSET
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| Skills and Knowledge | * Data analysis skills, and the ability to use data to set targets and identify weaknesses
* Understanding of high-quality teaching, and the ability to model this for others and support others to improve
* Understanding of school finances and financial management
* Ability to communicate a vision and inspire others
* Ability to build effective working relationships
* 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
* Data analysis skills, and the ability to use data to inform provision planning
* Effective communication and interpersonal skills
* Ability to influence and negotiate
* Good record-keeping skills
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| Personal Qualities | * A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
* Ability to work under pressure and prioritise effectively
* Commitment to maintaining confidentiality at all times
* Commitment to safeguarding and equality
* Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school
* Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability
* Ability to work under pressure and prioritise effectively
* Commitment to maintaining confidentiality at all times
* Commitment to safeguarding and equality
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***The Diocese of Chelmsford Vine Schools Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.***