

## **Budmouth Academy Weymouth**

### **Job Description**

### **Deputy SENDCo**

**Reports to (designation): SENDCo**

**Salary range depends on qualifications and experience: MPS/UPS + SEN1 Allowance**

#### **1. Job Purpose**

Teach KS3, KS4 and KS5 students by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge students and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- identifying SEN or very able students;
- provide clear structures for lessons maintaining pace, motivation and challenge;
- make effective use of assessment and ensure coverage of programmes of study;
- ensure effective teaching and best use of available time;
- monitor and intervene to ensure sound learning and discipline;
- use a variety of teaching methods to:
  - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
  - ii. use effective questioning, listen carefully to students, give attention to errors and misconceptions;
  - iii. select appropriate learning resources and develop study skills through library, ICT and other sources;
- ensure students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluate their own teaching critically to improve effectiveness.

#### **2. Key Responsibilities & Duties (including but not limited to)**

##### **1. Driving Inclusion & Academy Culture**

- Delivery of the curriculum
- Assessing students' work using relevant criteria and keeping up to date with data input
- Attending Parents' Evenings
- Taking an active part in extra-curricular activities
- Acting as an Academic Tutor
- Using behaviour management strategies effectively
- To support the academy in achieving genuine inclusion through everything we do. The Deputy SENDCo plays a pivotal role in embedding inclusive practices by upskilling staff on SEN policies and best practices, working directly with each Head of School to implement targeted support for pupils with SEN, and producing high-quality pupil-centred documentation, including Pupil Passports, IEPs, Part-Time Education Plans and Annual Review paperwork.
- Champion an inclusive culture where every pupil with SEN is supported to achieve their full potential, ensuring inclusion is embedded across all subjects, departments, and academy activities.
- Act as a key point of contact for staff seeking advice, strategies, and resources for adaptive teaching and classroom inclusion.
- Model high-quality inclusive teaching strategies to support teachers to remove barriers to learning.
- Support all staff with understanding and implementing our Graduated Approach.
- Team teach, lead and implement interventions to support students to close the achievement gap.

##### **3. Staff Upskilling & Professional Development**

- Design and deliver high-quality, continuous professional development (CPD) for teaching staff and Learning Support Assistants (LSAs) on SEN policies, legislation, and practical classroom strategies.
- Coach, mentor, and guide staff on identifying early signs of special educational needs as part of our Graduated Approach (*Assess, Plan, Do, Review*).
- Keep staff updated on changes to national SEN frameworks, academy policies, and evidence-based interventions.

##### **4. Strategic Collaboration with Heads of Schools**

- Work closely with each Head of School to review and implement customised support frameworks tailored to the specific SEN profiles of pupils within their school.
- Conduct regular learning walks and lesson visits to evaluate the effectiveness of SEN support.

- Analyse SEN pupil performance and progress data alongside Heads of School to identify gaps, refine support plans, and ensure early intervention.
- Complete external multi-agency referrals (such as Paediatric, SALT, OT and EHCNAs).
- Manage statutory/external SEN paperwork, including the SEN register and Annual Reviews

#### **5. Pupil Documentation & Individual Planning**

- Lead on the creation, implementation, and regular review of high-quality Pupil Passports to ensure all staff understand individual pupil needs, triggers, and effective classroom strategies.
- Write, monitor, and evaluate Individual Education Plans (IEPs) in collaboration with Heads of Schools, class teachers, pupils, and parents/carers, setting clear, SMART targets.
- Design, implement, and oversee Part-Time Education Plans for pupils requiring alternative, modified, or phased reintegration arrangements, ensuring strict compliance with legal frameworks, safeguarding guidelines, and local authority reporting.

#### **6. Operational & Inter-Agency Management**

- Support the SENCo in preparing documentation for Education, Health and Care Plan (EHCP) applications, annual reviews, multi-agency panel meetings and access arrangements.
- Liaise with external agencies (e.g., Educational Psychologists, Specialist Teachers, Speech and Language Therapists, CAMHS, Occupational Therapists) to secure appropriate support for pupils and translate their recommendations into classroom practice.
- Maintain clear, accurate, and up-to-date SEN records, tracking systems, and registers in accordance with academy procedures and data protection regulations.

#### **7. Other Duties**

- To continue personal development as agreed at appraisal.
- To engage actively in the performance review process.
- To address the appraisal targets set by the line manager each Autumn Term.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.
- To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To actively promote the school's corporate policies.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To show a record of excellent attendance and punctuality.
- To adhere to the school's Dress Code

#### **8. General**

- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

#### **9. Knowledge and Skills**

- A SENCO qualification is desirable - National Award for SEN Co-ordination (NASENCO) or NPQ SENCO
- ICT to advance the teaching and learning of students
- ICT to monitor and review progress through the analysis of data
- High level of organisation
- Experience of inclusion practices: gender differences, differentiation, SEN, gifted and talented.

#### **10. Working Environment**

- Duties are normally performed in a classroom environment.
- Duties may be occasionally performed on field trips away from the school.
- The noise level in the work environment is usually moderate
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- Employees will commit to using their influence with other staff and students to promote high standards of behaviour and order within the school.
- Working to maintain the school at the forefront of educational practice.
- Foster and sustain a culture of enterprise and creativity in all aspects of the school's operation acting as a role model to students and to support the ethos of the school being responsible for promoting and safeguarding the welfare of children and young persons that the postholder is responsible for or comes into contact with.