+   **TEACHER JOB DESCRIPTION**

LEARNING TO UNDERSTAND THE WORLD AND CHANGE IT FOR THE BETTER

Post	Deputy SENDCO
Grade	TLR 2C + SEN allowance (or by negotiation with a qualified SENDCO)
Responsible to	SENDCO
Responsible for	
Working hours	In accordance with STPCD

Everyone at Thomas Tallis works to fulfil our **School Plan**. All teachers must fulfil the **DfE Teacher Standards** at all times and, where appropriate, the **UPR standards.**

We expect teachers to

1. Make sure young people of all abilities, ages and backgrounds fulfil their potential.
2. Engage all young people in participation in interesting learning.
3. Develop into exceptional teachers.
4. Through teachers' own scholarship stimulate a love of knowledge in our young people.
5. Unlock and develop their creativity and independence.
6. Demonstrate that learning continues well beyond lessons.
7. Develop the Thomas Tallis Habits of Mind in all teaching so that young people are inquisitive, collaborative, persistent, disciplined and imaginative.

Teachers with TLR posts at any level must demonstrate these **10 Qualities of Leadership.**

We expect that members of our community who have leadership roles should.

1. Show vision, conviction and authority and lead by example.
2. Build a team through a clever combination of dynamism, sensitivity, innovating, communicating, managing, monitoring, evaluating, praising and supporting staff.
3. Understand what needs to be done, do it right, and on time.
4. Be very, very organised.
5. Fulfil a role in whole school leadership by positively upholding our procedures and Plan.
6. Know your subject and keep up-to-date.
7. Lead learning by demonstrating high quality work with excellent outcomes.
8. Develop colleagues through encouragement, performance management and providing opportunities.
9. Support young people by maintaining good discipline and helping them meet high targets.
10. Work with others by building good links with KS2, other schools, FE and HE.

All teachers are expected to fulfil roles as Form Tutors where assigned and in Performance Management as appropriate.

Inclusion

1. To work with the SENDCO to champion inclusion and high expectations for SEND children throughout the school, so that they might achieve beyond expectations.
2. To oversee the day-to-day running of SCALI
3. Under the guidance of the SENDCO to analyse baseline data, results and specialist assessments of SEND students so that targets may be set and to set those targets.

Curriculum

4. To work with Curriculum Leaders to lead and manage the inclusion curriculum in KS3 and to be responsible for its quality.
5. To encourage staff in all areas teaching SEND children to share good practice and keep them up to date with SEND issues. To identify the most effective teaching methods for children with SEND, to advise staff on their use and to monitor differentiation in teaching and learning for SEND students.
6. To promote the cultural entitlement of SEND children by a range of enrichment activities, trips and visits.

Teaching

7. To be a specialist teacher of SEND and to groups of KS3 & 4 students and to perform at least 'good' standard.
8. To plan and implement specific interventions as outlined in EHCPs.
9. To develop Educational Assistants and Individual Support Assistants in their curriculum support skills.

Parents, carers and community

10. To work with the SENDCO to lead provision for transition for SEND children, working closely with the Head of Transition in y6-7 and the Heads of Year 11 & 12, and to ensure that children on the RON are well supported when leaving Thomas Tallis.
11. To liaise with other schools and colleges and outside agencies to support SEND children.
12. To liaise with KS3 parents of children with additional learning needs.
13. To work with parents and carers to support students, including in the development of positive behaviour, seeking to enable pupils with SEND to meet the school's behaviour standards.

Team

14. To work with the SENDCO to build a team which can reliably model best practice in SEND around and throughout the school.

Leadership and management

15. To work with the SENDCO to build maintain and lead a highly qualified and cohesive team in the SEND department and SCALI, developing it through training.
16. To complete any additional responsibilities commensurate with the level of this job description, as required by the Headteacher.

CR 8.1.24

DEPUTY SPECIAL EDUCATIONAL NEEDS
AND DISABILITY COORDINATOR

EDUCATION TO UNDERSTAND THE WORLD AND CHANGE IT FOR THE BETTER

Person Specification: Deputy SENDCO	**TLR 2c + SEN allowance**

To assist in the development SEND provision, particularly curriculum and behaviour management programmes for SEND students in KS3

	Personal
1	A good quality degree, QTS and either an SEND-related qualification **or** the willingness and ability to undertake such.
2	A commitment to your own continued professional development and learning.
3	Excellent communication skills including interpersonal skills
4	The ability to manage a disparate and challenging workload efficiently and effectively.
	Teaching
5	Successful experience of specialist SEND teaching in KS2 **o**r KS3/4
6	Experience of teaching a wide range of students and a commitment to inclusion
7	Knowledge of best practice in SEND teaching and the ability to enable and require best practice from others, especially in differentiation.
8	Experience of raising the achievement of SEND students
9	Highly effective behaviour management skills and the ability and perseverance to enable this for SEND students and with colleagues
10	A commitment to and expertise in safeguarding for all young people.
11	An understanding of the curriculum challenges currently faced by many SEND students and the imagination to develop solutions
12	The ability to think through, design, plan and teach a SEND-appropriate KS3 curriculum, and to support and manage the work of others in so doing
	Experience
13	Experience as a primary SENDCO would be an advantage