



Cannington Church of England Primary School	
Job Title:	Deputy Headteacher, SENDCo & Deputy Designated Safeguarding Lead
Location:	Cannington Church of England Primary School
Salary Range:	L2 – L7
Reports To:	Headteacher
Full/Part time:	Full Time

The responsibilities of the post are to be performed in accordance with the provisions of the school's policies and where applicable the most up to date edition of the School Teachers' Pay and Conditions document and within the range of Teachers' Standards.

Job Purpose
<p>This is a senior post within the schools staffing structure, which carries with it membership of the Leadership Group. This post holder is accountable to the Headteacher. This post holder is to deputise for the headteacher in their absence.</p> <p>As Deputy Headteacher, the post holder will be required to meet the general requirements of this post as specified in this job description and their statement of terms and conditions. In addition, they will be required to fulfil any reasonable expectations from the headteacher.</p> <p>As SENDCo, be responsible for the development, review and effective implementation of special educational needs policy across one or more school / nursery sites.</p> <p>This post will provide: leadership, development and management of the teaching and learning of all pupils; teach all pupils within the school, take a lead role in the monitoring and evaluation of standards across the whole school and be a leading professional actively promoting effective teaching and learning practices across the school</p> <p>The post will require you to work in partnership with the headteacher, governors and staff to ensure the continuous improvement of the school.</p> <p>You will be the Deputy DSL for the school and will have the legal responsibility for dealing with the Safeguarding issues as described in the main duties and responsibilities.</p>

Main Duties and Responsibilities
<p>The Deputy Headteacher/SENDCo will be responsible for working with and supporting the Headteacher on the following key school leadership and management areas. This will involve accepting responsibility for aspects of these key areas:</p> <p>Strategic Development and Direction of the School</p>



- Work with the Headteacher to contribute to a strategic vision for the school, analysing and planning for future needs and development.
- Demonstrate high standards of integrity, professionalism, discretion and loyalty.
- Publicly support decisions of the Headteacher and Governors
- Support the Headteacher and Governing Body in demonstrating accountability for the school's performance.
- Lead and contribute to the school improvement planning process, ensuring alignment with national and local priorities.
- Identify and analyse key areas of strength and weakness across the school.
- Implement agreed policies and priorities to a high standard, modelling expected practice.
- Promote a strong culture of teamwork, valuing the contributions of all stakeholders.
- Lead and contribute to robust school self-evaluation processes.

Leadership of Teaching, Learning and Assessment

- Model exemplary teaching practice and inspire staff through high expectations and classroom excellence.
- Work with the Headteacher to sustain high-quality teaching, learning and curriculum provision across the school.
- Monitor and evaluate the quality of teaching and pupil outcomes, using benchmarks and assessment data to drive improvement.
- Share responsibility for analysing key school performance data and identifying improvement priorities.
- Lead the development of an effective timetable that meets statutory and curriculum needs.
- Provide training, coaching and CPD for staff to improve pedagogy and classroom practice.
- Promote pupil engagement, independence and active participation in learning.
- Support statutory target-setting and contribute to target-setting for individuals and groups.
- Maintain high standards of behaviour and support whole-school behaviour strategies.
- Contribute to the development of a broad, balanced and ambitious curriculum.
- Support the development and quality assurance of the school's assessment framework.
- Promote effective use of ICT to enhance and enrich learning experiences.

Teaching and Learning

- Providing an example of 'excellence' as a leading classroom practitioner and inspiring and motivating other staff
- Working with the Headteacher to sustain high expectations and excellent practice in teaching and learning throughout the school
- Monitor and evaluate the quality of teaching and standards of pupil's achievement and use benchmarks and set targets for improvement
- Share responsibility for the analysis of key school performance data, to ensure priorities are appropriate and improvement in standards is promoted.
- Take responsibility for the development of an effective timetable which meets the needs of pupils within the statutory frameworks and the resources available
- Provide training for staff on effective teaching and learning.
- Promote the active involvement of pupils in their own learning
- Contribute to target setting; including statutory procedures and targets for individuals and groups throughout the school.
- Support strategies to promote high standards of behaviour



- Contribute to the development of a broad and rich curriculum which meets the needs of the range of pupils in the school
- Support the development of an effective assessment framework
- Promote the use of ICT to enhance and extend pupils learning
- Provide support for colleagues in improving their classroom practice

SEND Leadership and Inclusion

- Lead, manage and develop high-quality SEND provision that ensures strong progress and outcomes for pupils with SEND.
- Set the strategic direction for SEND across the school and ensure the SEND policy is fully embedded and enacted.
- Promote the SEND Code of Practice and ensure compliance with statutory requirements.
- Identify pupils requiring SEND support and coordinate appropriate interventions, referrals and applications for additional funding.
- Oversee all SEND record-keeping, ensuring documentation is accurate, up to date and effectively shared with relevant staff.
- Prepare and review pupil profiles, behaviour and healthcare plans, and documentation relating to EHCPs.
- Lead preparation for annual reviews, external referrals and SEN reporting for SLT and Governors.
- Plan and oversee effective transition for SEND pupils into and out of the school.
- Ensure Pupil Premium funding is effectively used, monitored and evidenced.
- Ensure staff receive up-to-date training on SEND legislation, strategies and inclusive practice.
- Monitor and ensure appropriate risk assessments for SEND pupils and support a safe working environment.
- Liaise with external agencies (e.g., social care, health professionals, educational psychologists) with professionalism and confidentiality.

Leading, Managing and Deploying Staff

- Lead, motivate, support, challenge and develop staff to secure continuous improvement.
- Lead performance management of designated staff, including responsibility for ECT assessments, inductions and TA development.
- Deploy staff and resources efficiently in consultation with the Headteacher, ensuring alignment with school priorities and budget.
- Promote and safeguard the welfare of children and young people at all times.
- Support collaborative approaches to teaching and learning across the school and wider networks.
- Support the induction and mentoring of new staff.
- Set high expectations for personal performance and professionalism.
- Engage in ongoing professional development and promote CPD opportunities for others.

Safeguarding and Welfare

- Serve as Deputy Designated Safeguarding Lead, working closely with the DSL to ensure statutory compliance and effective safeguarding practice.
- Ensure SEND and safeguarding processes are closely aligned, especially for vulnerable learners.
- Support staff in meeting safeguarding responsibilities and promote a culture of vigilance.

Managing the School



- Contribute to regular review of organisational structures to ensure statutory compliance and effective operation.
- Develop action plans within areas of responsibility to drive improvement.
- Contribute to resource planning and monitoring to ensure spending aligns with priorities and represents value for money.
- Evaluate the impact of resource use on teaching, learning and pupil outcomes.
- Oversee lunchtime management arrangements alongside other senior staff.
- Support recruitment processes and induction for new staff, ECTs and students.

Securing Accountability

- Support Governors in fulfilling their responsibility to review and challenge school performance.
- Lead performance management for identified staff and support improvement where needed.
- Support staff in understanding their accountability and contribute to developing effective review practices.
- Use assessment data and tracking to set ambitious targets and monitor progress for individuals and groups.
- Report on school performance—including SEND, safeguarding and whole school outcomes—to parents and Governors.

Strengthening Community and Partnerships

- Support the development of the school as a community hub, strengthening partnerships with other schools and services.
- Contribute to policies and practices that promote equality, diversity and inclusion.
- Develop a curriculum that includes opportunities for community engagement and enrichment.
- Build strong, positive relationships with parents to support children's learning and achievement.
- Develop partnerships with the wider community, ensuring stakeholder views feed into school development.

Additional Responsibilities

- Deputise for the Headteacher when required.
- Take a leading role in the daily organisation and running of the school.
- Line manage and appraise support staff
- Promote a positive, aspirational learning culture and maintain high expectations for all.
- Lead projects related to internal and external learning environments.
- Support budget planning and monitoring.
- Assist in preparing, implementing and reviewing the School Development Plan.
- Carry out reasonable duties requested by the Headteacher or Governing Body.



PERSON SPECIFICATION

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Location:	

KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Experience	<ul style="list-style-type: none"> • Qualified Teacher Status • A degree or equivalent qualification • A commitment to or working towards NPQH; • Evidence of continuous professional development that includes training in leadership and management • Experience of supporting, training and helping to co-ordinate the professional development of colleagues • evidence of good management, which incorporates detailed planning, successful implementation and effective monitoring and evaluation of strategies • Experience of leading change • Experience in using of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of school, including challenging poor performance • National award for SEN Co-ordination or be working towards it. • Experience as a SENDCo in a school / nursery. • Experience of working with pupils with SEND. 	<ul style="list-style-type: none"> • Leadership qualification • Up to date Safeguarding Training • Evidence of leadership and management of a whole school aspect. • In depth knowledge of the curriculum over at least 2 Key Stages • Experience in building and sustaining a learning community • DSL Trained or to undertake training upon appointment • Additional qualifications relevant to SENDCo. • Experience of chairing multi-agency meetings.
Knowledge	<ul style="list-style-type: none"> • To have a good knowledge and understanding of what constitutes an effective school and have the necessary skills of leadership and management to help create such a school • Have a good understanding of what contributes to successful learning and the ability to promote the most effective teaching strategies to bring this about 	<ul style="list-style-type: none"> • Knowledge of the statutory requirements and other relevant legislation relating to school leadership and management • Knowledge of the statutory requirements and other relevant legislation relating to child



	<ul style="list-style-type: none"> • Knowledge of how assessment strategies and target-setting are used to inform learning in order to help pupils make progress • Understanding of what constitutes a broad and balanced curriculum and which is well differentiated and resourced to meet the needs of all pupils • Knowledge of statutory education frameworks, including governance • Knowledge of effective models of learning and teaching • Knowledge of effective models of behaviour and attendance management • Knowledge of strategies for ensuring inclusion, diversity and access • Knowledge of strategies to promote individual, team and organisational development • Proven ability to keep up to date with developments in SEND and safeguarding. • Working knowledge of SEN Code of Practice and effective teaching and behaviour strategies for SEND pupils. • Good understanding of equal opportunities and how this applies to SEN pupils. • Knowledge of Educational HealthCare Plan criteria and application. 	<p>protection procedures and safeguarding.</p> <ul style="list-style-type: none"> • Knowledge of ways to build, communicate and implement a shared vision • Knowledge of strategic planning processes • Knowledge of new technologies, their use and impact • Knowledge of schools' self evaluation process • Knowledge of the impact of change and organisations and individuals • Knowledge of legal issues relating to managing a school, including equal opportunities, race relations, disability, human rights and employment legislation • An understanding of models of school, home, community and business partnerships • Knowledge of the work of other agencies and opportunities for collaboration • Knowledge of relevant systems and procedures, for example Early Help assessment and Funding applications. •
<p>Skills and Abilities</p>	<ul style="list-style-type: none"> • Ability to have a vision of the overall aims and direction of a successful school and be able to communicate these in order to inspire and motivate others • Able to effectively communicate to a varied audience • The ability to relate positively with the headteacher, pupils, colleagues, 	<ul style="list-style-type: none"> • Ability to access and analyse relevant data and to use this information to set priorities and determine school action • Ability to help create and maintain a school that ensures the health and



	<p>parents, governors and others who contribute to the work of the school</p> <ul style="list-style-type: none"> • Ability to organise and manage work effectively i.e. being able to prioritise and organise tasks, make decisions, support and delegate where appropriate • Ability to use initiative • Ability to coach and develop other staff members in SEN policy and best practice. • Ability to analyse and prepare data for Governor or other scrutiny. 	<p>safety of staff and pupil and which presents a stimulating and attractive learning environment for pupils</p> <ul style="list-style-type: none"> • Experience of preparing reports on SEN within the school, for Leadership team and Governors. • Experience of managing staff. • Experience of co-ordinating SEND processes such as Team Around the Child meetings. • Experience of delivering training relating to SEND
<p>Work-related Personal Requirements</p>	<ul style="list-style-type: none"> • Emotional self-awareness • Accurate self-assessment • Self confidence • Empathy • Organisational awareness • Emotional self-control • Transparency • Adaptability • Optimistic • Inspirational leadership • Change catalyst • Good team worker and collaborative • A passion for Special Educational Needs. • Ability to form effective partnerships with a wide variety of people – parents, external agencies, etc. • Ability to manage own workload and direct others in their work 	

An enhanced DBS disclosure will be required

I agreed that I have read the job description which is fair and accurate statement of the requirement of the position:

Job Holder: Date:



Line Manager:

Date: