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| Job Title: | Deputy Special Educational Needs & Disabilities Coordinator (Deputy SENCo) | | |
| Department: | Department of Education | Section: | Education |
| Reports to: | SENCo | | |
| Grade: | Falkland Islands Government Grade - C | Job Code: | DSE1 |
| Overall Purpose of the Role | | | |
| <p>The Deputy SENCO will support the SENCO to lead, manage, develop and maintain high quality special educational needs provision and effective use of resources, including human resources, in order to enable quality teaching, excellent progress and learning outcomes for students age 3 – 16 in the Falkland Island Schools.</p> | | | |
| Job Facts & Figures: | | | |
| <p>The Falkland Islands Schools includes a primary school (Infant Junior School and Camp Education - IJS&CE) and a secondary school (Falkland Islands Community School - FICS), both are fully comprehensive schools which have specialist resource classrooms for students with additional needs. The students on the Record of Need have a range of needs in the four broad categories of cognition and learning; communication and interaction; sensory and/or physical needs; social and emotional and mental health needs. Primary and Secondary school settings are staffed with a team to work with students with SEND, including four teachers and a number of learning support assistants.</p> <p>IJS&CE has 320 students between FS1 and Year 6. Teaching and learning at the school follows the Early Years Foundation Stage Curriculum and National Curriculum for England, which are enhanced by local content. Children take standard assessment tasks at the end of Key Stage 2. The school includes small rural satellite schools and a ‘travelling teacher’ service serving the 25 children who live in rural locations.</p> <p>FICS has approximately 230 students between Year 7 and Year 11. Teaching and learning follows the National Curriculum for England in Key Stage 3 and Key Stage 4, enhanced by local content, culminating in GCSE or IGCSE through UK awarding bodies. The Falkland Islands Schools are the only schools in the Falkland Islands and therefore have a critical role in securing outcomes for all students.</p> | | | |
| Key Role | | | |
| <ul style="list-style-type: none"> • To support the SENCo to ensure the implementation of the Special Educational Needs and Disabilities (SEND) policy and provision across the school from Foundation Stage 1 to Year 11. • Safeguard and promote the welfare of children. • Promote an ethos and culture that supports the school’s SEND policy and promotes good outcomes for students with SEND • Deputise for the SENCo. • Assist the SENCo to: <ul style="list-style-type: none"> ○ contribute to a positive and inclusive whole school ethos that promotes excellent outcomes for students with SEND. ○ develop the strategic overview of provision for students with SEND across the school, monitoring and reviewing the quality of provision ○ implement and monitor strategic SEND plans that are reflected in the School Improvement Plans. | | | |

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| Job Title: | Deputy Special Educational Needs & Disabilities Coordinator (Deputy SENCo) cont. |
| Key Role (cont.) | |
| <ul style="list-style-type: none"> ○ lead and mentor staff in implementing the operational activities to ensure that the appropriate provision is delivered for students with additional / special educational needs or disabilities. ○ manage appropriate resources for SEND and Learning Support and ensure that they are used efficiently, effectively and safely. ○ liaise with staff, parents, external agencies and other schools or settings to co-ordinate their contribution to the educational provision for students with SEND | |
| Leading and managing staff | |
| <ul style="list-style-type: none"> ● Be a role model to staff and students through professional conduct and presentation. ● Support the SENCo to: <ul style="list-style-type: none"> ○ provide guidance to colleagues on teaching students with SEND, and advise on the graduated approach to SEND support; ○ manage LSAs including assisting with staff recruitment, induction, probation and reviewing and addressing performance issues, on an ongoing basis. ○ provide staff involved in the delivery of SEND and learning support the support, challenge, information and development necessary to sustain motivation and secure improvement in provision. ○ support all staff to understand the needs of students with SEND. ● Contribute to all aspects of effective SEND continuing professional development for staff (including leading training and coaching) | |
| Operation of the SEND policy and co-ordination of provision | |
| <ul style="list-style-type: none"> ● Support the SENCo to: <ul style="list-style-type: none"> ○ contribute to school self-evaluation and school improvement plans with respect to provision for students with SEND. ○ maintain accurate SEND register, provision maps, student profiles, individual education and / or behaviour plans and positive handling plans on SIMS / EDUKEY / Tapestry. ○ identify and assess students with special educational needs, securing resources for students where necessary. ○ analyse assessment data for students with SEND, and use the data effectively to promote student progress. ○ ensure that staff are kept informed of students' needs and advise on areas to develop and support ○ contribute to access arrangements for identified students for tests (e.g. end of KS2 tests and GCSEs) ○ work with early years providers, other schools, health and social care professionals, other external agencies to track and monitor progress of students on the SEND register. ○ support with external specialist visits i.e. Educational and Clinical psychologists; ○ use the school's budget and other resources to meet students' needs effectively, including effective staff deployment ● Support the primary and secondary school leaders at the key points of transition: home/nursery to FS1; EYFS to Y1; Camp to Stanley; Y6 to Y7; and other schools to our school, securing all relevant information to support a smooth transition. | |

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| Job Title: | Deputy Special Educational Needs & Disabilities Coordinator (Deputy SENCo) cont. |
| Key Role (cont.) | |
| <p>Support for students with SEND – teaching and learning</p> <ul style="list-style-type: none"> • Carry out the professional duties of a teacher as detailed in the Teachers’ Standards and job description, adhere to school policies and the staff code of conduct. • Plan and teach intervention groups for students with SEND – or support members of the learning support team to do so – as allocated by the SENCO and / or school leaders, and evaluate their effectiveness • To teach lessons to classes and / or small groups / individuals as directed by the SENCo and / or SLT, to include tutor periods, PSHE and cover as needed. • Manage the provision of intervention groups and support provided by the learning support team, supporting planning, teaching, behaviour management, assessment and evaluation - Plan Do Review cycle. • Promote the student’s inclusion in the school community and access to the curriculum, facilities and extra-curricular activities <p>Leadership and management</p> <ul style="list-style-type: none"> • Be one of a team of Designated Safeguarding Leads, and carry out all associated activities. • Work effectively with the pastoral lead staff and teachers to secure effective support for students in areas where there is a cross over between pastoral needs and special educational needs. <p>Additional responsibilities and general requirements</p> <ul style="list-style-type: none"> • Maintain an up-to-date knowledge of international SEND initiatives which may affect the school’s policy and practice. • Participate in staff meetings, consultation and open evenings and other school-based activities which may take place outside of the teaching day and participate in and/or contribute to extra-curricular activities. • To carry out all other reasonable duties assigned by the Principal <p><i>The job description is not an exclusive or exhaustive definition of your duties. You shall undertake such additional or other duties as may reasonably be required by FIG commensurate with your role and grade.</i></p> | |
| Criminal Record Checks: (This post is regarded as a sensitive post) | |
| <p>All applicants for Government posts will be asked to disclose convictions upon application. Criminal records will only be considered for recruitment purposes when the conviction record is relevant. Having an ‘unspent’ conviction will not necessarily bar a candidate from employment. This will depend on the circumstances and background to the offence(s).</p> <p>Any information given will be completely treated as confidential and will be considered only in relation to the post to which the application refers.</p> <p>Failure by a candidate to reveal information that is directly relevant to the post applied for could lead to the withdrawal of an offer of employment.</p> | |

| Person Specification: | Deputy Special Educational Needs & Disabilities Coordinator (Deputy SENCo) | | |
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| Criteria | Essential | Desirable | Assessment Method |
| Qualifications & Training | | | |
| Qualified Teacher Status (recognised in England) plus induction | ✓ | | A |
| National Award for SEN Co-ordination or a willingness to work towards it | | ✓ | A |
| Higher degree or further relevant qualification | | ✓ | A |
| Evidence of attendance and capturing impact from recent & relevant CPD/INSET | ✓ | | A/I |
| Safeguarding / Child Protection qualification | ✓ | | A |
| Awareness of current SEND best practice and trends | ✓ | | A/I |
| Knowledge, Skills & Experience | | | |
| At least three years' recent teaching experience, within the UK or a British curriculum school | ✓ | | A |
| Excellent knowledge of one key stage in the 3-16 age range of the 2014 National Curriculum for England, and a good understanding of the others; ability to work cross-phase | ✓ | | A |
| Knowledge of the SEND Code of Practice | | ✓ | A/I/R |
| Proven success in improving SEND student outcomes within a school | ✓ | | A/I/R |
| Ability to efficiently and effectively manage administrative work, using IT to support management of SEND | ✓ | | A/I/R |
| Excellent analytical and communication skills | ✓ | | I |
| Able to work within and contribute to coaching and mentoring environment, demonstrating good interpersonal skills and value in shared practice and teamwork | ✓ | | A/I |
| Experience of managing teams, including motivating, supporting and challenging staff to maintain high standards | | ✓ | A/I/R |
| Excellent knowledge of child protection and safeguarding | ✓ | | A/I |
| Ability to use/analyse assessment data systems to identify student need | ✓ | | A/I |
| Ability to design and implement programmes of learning, resources and interventions for students with SEND to raise standards | ✓ | | A/I/R |
| Ability to monitor, assess, record, report and evaluate impact of interventions and student progress | ✓ | | A/I |

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| Criteria (Knowledge, Skills & Experience cont.) | Essential | Desirable | Assessment Method |
| Ability to create a stimulating, effective learning environment | ✓ | | A/I/R |
| Excellent management of student behaviour to facilitate learning | ✓ | | A/I/R |
| Able to encourage children in developing self-esteem and respect for others | | ✓ | A/I |
| Experience of teaching pupils for whom English is an additional language | | ✓ | A/I |
| Experience of being a pastoral tutor | | ✓ | A/I |
| Personal Attributes: | | | |
| Demonstrates alignment with FIG's core values: Diverse, Professional, Resilient & Resourceful and the values of the Falkland Islands Schools: Respect, Resilience and Curiosity | ✓ | | A/I/R |
| Commitment to equal opportunities and securing good outcomes for students with SEND | ✓ | | A/I/R |
| Commitment to maintaining confidentiality at all times | ✓ | | A/I/R |
| Positive, approachable, committed, enthusiastic and independent | ✓ | | I |
| Clear, confident and articulate | ✓ | | I |
| Ability to work under pressure, prioritise effectively, excellent organisational skills | ✓ | | A/I |
| Ability to motivate others, inspires trust and confidence | ✓ | | A/I/R |
| Demonstrates ability to establish and develop effective relationships with students, parents and the community | ✓ | | A/I |
| Commitment to deliver extra-curricular sporting activities and/or evening classes with differing age groups of school children | ✓ | | A/I |
| Takes responsibility for and is proactive with own CPD | ✓ | | A/I/R |
| Ability to contribute to community life | | ✓ | A/I |
| <p>Note to Applicants: Please ensure that you demonstrate your ability to meet the requirements of the job in your application form by giving clear, concise examples of how you meet each criterion.</p> <p>Method of assessment: A - Application Form I - Selection Interview R – Reference O - Other</p> | | | |