



Job Description and Person Specification

Deputy SENCo

Job Description

Deputy SENCo

Start Date: 1 September 2026, or as soon as possible thereafter

Full time, Permanent

NJC H (SCP 12-17)

Overall Purpose of the Role:

- To work closely with SENCo in the strategic & operational delivery of high quality, trauma informed provision for students with Special Educational Needs & Disabilities with the aim of identifying needs and raising SEND student achievement.
- To deputise for the SENCo assist in the delivery of CPD sessions focused on understanding the needs of SEND students and promoting strategies to remove barriers to learning.
- To work with students, their families and the Exams Officer to administer the process of Exam Access Arrangements for SEND students and the collection/ collation of supporting evidence
- To assist the SENCo in maintaining the SEND register, Individual Learning Support Plans and ensuring all records are maintained and are up to date.
- Co-ordinate the preparation of information of SEND students for all staff to aid them in understanding the needs of SEND students so that barriers to learning can be addressed via the graduated response.
- Take responsibility, as directed by the SENCo, for supporting, monitoring and developing the expertise of the Inclusion Support Assistant.
- Manage the operation of the learning support area (BOOST) to create a safe, secure learning base where students with a SEN can access personalised, targeted support to overcome barriers to learning

Note: This is a broad description of the types of duties/activities expected at this level, for illustrative purposes. This is not intended to provide an exhaustive list of duties.

Key Duties:

In addition to the development of further strategic ideas your key responsibilities will include:

- As directed by the SENCo, lead on delivering personalised support and encouragement to students with SEN to promote their learning, confidence and wellbeing to overcome any barriers to learning using the graduated response
- Coordinate the preparation of information of SEN students for all staff and them in understanding the needs of SEN students so that barriers to learning can be addressed via the graduated response
- Compile, review and regularly update the SEN register and monitoring list, liaising with teachers, the SENCo, and other members of the Inclusion Team
- Implement, monitor and track progress and inclusion of students on the SEN register and monitoring list via Arbor and use the data to inform any further ADPR cycles
- Identify students with specific learning difficulties using the tests available and with the SENCo, give advice to teaching staff about how to personalise the learning for those students using learning profiles

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- Oversee the production of learning profiles (passports) and ensure they are updated with the student annually
- Liaise with the SENCo, and other stakeholders including external agencies, to ensure that individual students' SEN needs are met and that any recommendations in EHCP's are implemented
- Prepare the paperwork for annual reviews of children with EHCP's and when necessary, hold reviews
- Manage referrals to outside agencies such as the Specialist Teaching Service
- Take responsibility, as directed by the SENCo, for supporting, monitoring and developing the expertise of the Inclusion Support Assistant
- Under the direction of the SENCo, and in collaboration with the Inclusion Support Assistant, organise 1:1 and small group interventions for SEN students
- In collaboration with the teaching staff and the Inclusion Team, identify students to take part in intervention programmes and monitor the impact of those using the APDR process
- With the Inclusion Support Assistant, collate evidence for the graduated response through targeted lesson observations to see first-hand any barriers to learning that the student may be experiencing
- Liaise sensitively with parents/carers, and establish effective working relationships with the student and staff

Other Responsibilities

- To help raise levels of attendance and punctuality for SEND students
- To work with the SENCo to promote an inclusive curriculum and in the development of appropriate resources plus teaching and learning strategies to make the curriculum more accessible.
- To work closely with all stakeholders who support the students with SEND and medical needs within the school. Use the information gathered to inform classroom strategies and additional interventions where needed.

Equal Opportunities

- To know and adhere to the Rugby High School equal opportunities policy and equalities legislation and implement in relation to job responsibilities in employment and service delivery.

Health and Safety

- To take reasonable care for his/her own health and safety and any other person(s) who may be affected by his/her acts or omissions at work, in accordance with the Health & Safety legislation.
- To co-operate with Rugby High School insofar as is necessary to enable it to comply with its duties under relevant health and safety legislation.



Person Specification

Candidates will be assessed against the following criteria. The methods of assessment used for each criterion are indicated. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met.

Listed below are the essential criteria and how these are assessed.

A=application, I =Interview and other assessments/activities R= reference.

Requirements	Essential	Desirable
Education		
GCSE Grade C (or equivalent) in English & Maths (A)	X	
Level 3 qualifications (such as A Levels) (A)	X	
ICT literate (A)	X	
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING		
Applicants should be able to demonstrate a good knowledge and understanding of the following areas:		
Relevant experience of working with students with a range of additional needs within schools (A)	X	
An understanding of the trauma informed approach and how adverse childhood experiences can impact on learning and behaviour		X
Understanding of SEND legislation and the SEND Code of Practice (I)	X	
Awareness of strategies that can be employed to support students with a range of needs (e.g. autism, ADHD, dyslexia and SEMH) and the impact of these needs on their learning and behaviour	X	
An understanding of the trauma informed approach and how adverse childhood experiences can impact on learning and behaviour		X
Effective user of ICT. (I)	X	

Specialist training in exam access arrangements such as CPT3A (Must be willing to work towards this)		X
The ability to translate vision into practice		X
Developed partnerships with stakeholders (I)	X	
Knowledge of JCQ regulations for access arrangements		X
EXPERIENCE AND CURRENT PRACTICES Applicants should be able to demonstrate from their experience and current practice the ability to		
Prioritise, plan and organise	X	
Experience of contributing to EHCP's	X	
Ability to motivate students	x	
Ability to maintain confidentiality	X	
Motivate and inspire pupils, staff, parents, governors and the wider community	X	
Innovative and imaginative approach to working with young people	X	
Understanding of the Ofsted Education Inspection Framework and its implications for inclusion	X	
Be able to demonstrate impact of teaching and learning on progress	X	
Be committed to providing high quality feedback to all learners and leading by example in this area	X	
Successful leadership of transformation and change management		X
SKILLS AND PERSONAL QUALITIES/CHARACTERISTICS Applicants should be able to demonstrate from their experience and current practice the ability to		

Enjoy working with, and for, young people	X	
Have the imagination, energy and capacity for hard work together with an enthusiasm to take on developments and challenges	X	
Demonstrate the ability to identify tasks, and move projects forward to successful completion	X	
Possess excellent communication skills. Able to engage a variety of audiences	X	
Ability to analyse issues and to think both creatively and strategically	X	
Ability to apply and adapt national initiatives in a local context	X	
Be good at completing tasks, as well as starting them	X	
Personable, approachable, whilst still inspiring respect and personal and professional credibility	X	
Ability to work under pressure whilst maintaining a positive and creative attitude	X	

RUGBY HIGH SCHOOL is committed to safeguarding and promoting the welfare of children and expect all employees to share this commitment. The successful candidate will be subject to necessary pre-employment checks, including: an enhanced DBS; Childcare Disqualification (where applicable); qualifications (where applicable); online checks as part of KCSIE; medical fitness; identity and right to work in the UK. Applicants will be required to provide two suitable references.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers and if they are disclosed, employers cannot take them into account. Further information about filtering offences can be found in the DBS filtering guide.

All staff have a responsibility to provide a safe environment in which children can learn this includes ensuring that health and safety regulations are followed; activities that are potentially hazardous are risk assessed and contributing to the maintenance of a supportive culture throughout the school community in which students feel cared for, respected and listened to.

