



'It's awesome at Ayresome'

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SENDCo JOB DESCRIPTION

Job title: Special Educational Needs and Disabilities Coordinator 0.5 teaching 0.5 SENDCo

Job purpose: To take a strategic lead in developing and evaluating SEND practice within the school and to oversee the day to day operation of the school's SEND policy.

Objectives: (against which performance can be measured)

- To raise the standard of achievement of SEND pupils.
- To increase staff confidence and competence in teaching pupils with SEND.
- To ensure pupil entitlement to the National Curriculum and SEND Code of Practice.

Principal responsibility areas: (key areas of work)

Leadership and Management

- member of the school Senior Leadership Team;
- track pupil progress and set targets for raising achievement among SEND pupils;
- monitor and evaluate the effectiveness of SEND provision through an evaluative provision management cycle;
- take a lead on aspects of the Self Evaluation Framework (SEF) and School Strategic Plan (SSP) which relate to SEND and inclusive provision;
- support and develop colleagues in relation to SEND through advice, guidance and organisation of in-service training;
- secure, allocate and monitor a resource budget, including the schools delegated SEND budget to ensure effective curriculum access for all SEND;
- monitor and apply for additional funding for higher needs pupils including EHCP;
- undertake core safeguarding training,

Teaching and Learning

- monitor teaching and learning activities, including planning work, to ensure pupils needs are met;
- lead a nurture unit for 12 fte. Pupils 0.5 teaching commitment;
- model good inclusive teaching and support colleagues as appropriate;
- evaluate the impact of inclusive teaching and support staff to improve practice;

- ensure all staff are up to date with teaching and learning strategies that promote effective inclusive practice;
- liaising with and advising colleagues including support with planning, curriculum differentiation and assessment for learning strategies.

Assessment and Recording

- monitor and evaluate systems for identifying, assessing and reviewing SEND;
- collect and interpret specialist assessment data and ensure teachers use this effectively when planning for individual SEND;
- evaluating the effectiveness of interventions ensuring pupils' needs are met through a provision management cycle.

Key tasks: (within principal responsibility areas – the emphasis may change from year to year)

- develop an evaluative provision management cycle;
- conduct annual SEND audit with Governor and SLT;
- advise on setting targets for improvement for cohorts;
- work alongside teachers to identify SEND needs;
- work alongside colleagues to develop appropriate schemes of work and individualised programmes for the nurture unit and other pupils in school;
- interpret a range of assessments;
- support teaching staff to track SEND progress;
- undertake professional development activities to increase own effectiveness;
- plan and deliver INSET for all staff in relation to overcoming barriers to learning, and statutory responsibilities;
- analyse allocation of SEND budget and suggest areas for development;
- liaise and review pupil progress with parents of SEND; plan and facilitate a SEND curriculum evening for parents and Governors;
- collaborate with outside agencies to raise the achievements of SEND pupils;
- policies review, update and review SEND accessibility and Local offer;
- support with Early Help referrals/advice;
- support and deliver core SEND assessments including preparation of EHCP plans statutory assessment;
- develop and sustain effective multi-agency working;
- monitor the work of specialist support staff teaching and provide coaching to improve their skills;
- development of evidence to support EHCP/HNF applications.

Additional tasks

- developing and attending networks and sharing good practice;
- keeping abreast with national and local developments;
- creating a well-resourced and welcoming nurture class.

JOB DESCRIPTION: All of the above will be negotiated on appointment in relation to school priorities and needs

April 2017