



'It's awesome at Ayresome'

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PERSON SPECIFICATION – SPECIAL EDUCATION NEEDS AND DISABILITIES CO-ORDINATOR
0.5 NURTURE CLASS LEAD / 0.5 TEACHING COMMITMENT

	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> Good first degree Qualified teacher status Enhanced DBS Evidence of CPD and commitment to further professional development National SENDCO qualification 	<ul style="list-style-type: none"> Evidence of additional study in relation to SEND
Experience	<ul style="list-style-type: none"> Qualified teacher with several years experience Have experience of teaching at Foundation Stage and Key Stage 1 Have experience of working successfully and co-operating as a member of a team Have experience of training other teachers and/or introducing SEND initiatives Experience of managing support staff to deliver specialist intervention/learning and teaching Experience of setting targets and monitoring, evaluating and recording progress Experience of leading subject(s) Experience of supporting pupils with medical needs 	<ul style="list-style-type: none"> Teaching across the primary age range Experience of EYFS, KS1 and /or KS2 assessment and administering KS1 and/or KS2 SATs Have experience of leading a team Have experience of working alongside other teachers in the development of teaching and learning
Professional Values	<p>The SENDCO will have the ability to:</p> <ul style="list-style-type: none"> Establish and maintain good professional relationships with pupils, parents and colleagues Set high expectations of all pupils and be committed to raising educational achievement To adopt a flexible approach to working 	

	<ul style="list-style-type: none"> • To understand the value of education and teaching • To maintain confidentiality 	
Knowledge and understanding	<p>The SENDCO will have the knowledge and understanding of:</p> <ul style="list-style-type: none"> • The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organization and learning strategies) • The SEND Code of Conduct and its practical application strategies for meeting SEND of pupils in mixed ability classroom • Behaviour management techniques for groups and individuals including Team Teach • Planning and implementing provision for children with SEND, including the monitoring, assessment, recording and reporting of pupils' progress • The positive links necessary within school and with all its stakeholders • Effective teaching and learning styles and how to implement them • How to further develop personal professional skills and knowledge • How to use ICT effectively as an integral part of teaching and learning and data management • Select and employ a wide range of resources with regard to the safety and well-being of pupils 	<ul style="list-style-type: none"> • Experience of using comparative information about attainment • Understanding of the funding support mechanism for SEND • Experience of the EHCP and HNF process and the evidence needed • Experience of working with, and developing the role of external services that support the provision for SEND pupils within schools • The statutory legislation concerning Safeguarding, including Child Protection, Equal opportunities, Health and Safety, Accessibility, DFE and SEND.
Skills	<p>The SENDCO will be able to:</p> <ul style="list-style-type: none"> • Establish an effective rapport with children which is based on high expectations and establish a purposeful learning environment where all pupils feel secure and confident • Promote the school's aims positively and use effective strategies to enhance motivation and morale • Establish and develop a sound professional relationship with children, parents and colleagues • Demonstrate excellent classroom skills and create a positive, challenging and effective learning environment • Organise and sustain a systematic support from a range of providers for a range of SEND • Manage the co-ordination of support staff in the support of SEND • Advise and motivate teaching staff with SEND initiatives 	<ul style="list-style-type: none"> • Confident in the use of information technology • Good at influencing and negotiating with other • Present clearly a wide range of specialised information to educationalists and non-educationalist • Present and communicate effectively to a variety of audiences

	<ul style="list-style-type: none"> • Make consistent judgements based on careful analysis of available evidence • Develop sound professional relationships with a team • Establish and develop appropriate relationships with parents, governors and the community • Policy development 	
Personal Characteristics	<ul style="list-style-type: none"> • Ability to address challenging issues with clarity of purpose and diplomacy • Knowledge and highly competent • Resilience • Approachable and empathetic • Creative and enthusiastic • Organised and resourceful • Intelligent and reflective • Commitment to the role • Prepared to attend national and regional venues for training and development 	

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