**SEND Coordinator**

Unsworth Primary School

Application Pack



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**Advert**

**Unsworth Primary School**

Blackley Close, Unsworth, Bury, BL9 8LY

Telephone: 0161 766 4876

Email: [unsworth@bury.gov.uk](mailto:unsworth@bury.gov.uk)

Headteacher: Mr Andrew Rhodes

SEND Coordinator

0.4 or 0.5 Part time contract until 31st August 2022

A unique opportunity has arisen at the school for someone with a strong knowledge of the Code of Practice and experience of liaising with outside agencies and professionals to further enhance the schools capacity to coordinate and review provision for identified pupils with SEND. The post holder will be required to coordinate the work of external professionals taking into account the school context and needs of pupils. It will be crucial for the post holder to build effective partnerships with parents and school staff, to ensure that the identified outcomes on EHCP plans are being met efficiently and effectively. The post holder will work under the line management of the main school based SENCO and will monitor the impact of interventions, therapies and quality first teaching, using this information to inform internal and formal reviews of provision.

Required for the 1st September 2021

**We are looking for someone who:**

* Is passionate about the development of high quality inclusive provision.
* Has experience of liaising with external agencies and professionals.
* Has a secure understanding of the Code of Practice and how to apply it.
* Has a background of working with pupils with SEN/D, particularly with Autistic Spectrum Condition.
* Has experience of working with children across EYFS, KS1 and KS2.
* Has experience of supporting teaching assistants to implement class based provision.

Governors are seeking to appoint a strong classroom practitioner from 1st September 2021. This post will be reviewed annually in line with the needs of the school and is initially a contract until 31st August 2022, with scope for continuation, as it will be reviewed on an annual basis. The hours are flexible and governors would consider a 0.4 contract.

This is an excellent opportunity for career development for someone to work in an inclusive environment that values team work. In your application, please outline your suitability for the post with reference to the person specification.

Closing date: Monday 24th May at 12pm

Shortlisting: Monday 24th May

Interviews: Friday 28th May

**Unsworth Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**About Unsworth Primary School**

At Unsworth Primary School we pride ourselves on providing children with a happy and stimulating environment in which they can learn, develop and achieve.

Our committed staff team work hard to encourage the children to enjoy learning, achieve their best, behave well, support each other and grow in confidence to become outstanding citizens.

We are committed to providing a warm and supportive ethos where staff, children and parents work together to ensure all feel happy, safe and cared for. We believe that each child has their own unique qualities and we take care to bring out these gifts and talents, to nurture them and celebrate them together, valuing the contribution each child makes to our community.

At Unsworth Primary School we have 5 core values that were chosen by all of our community. These values are weaved throughout all that we do.



**Unsworth Primary School Mission Statement and School Aims**

Our school community is committed to providing a **safe**, **secure** and **stimulating** learning environment where personal achievement and respect for the individual is valued.

Together we build an **understanding** of one another and look to **develop** the **self-esteem** of every child.

**Our School Aims:**

* To Create a happy and caring school for all our children
* To provide a welcome for parents, governors and members of the wider community
* Celebrate the individual contribution of every child
* Help each child to develop confidence in themselves and respect for others
* Deliver a broad, balanced and differentiated curriculum that is accessible to all our children
* Encourage all members of the school community to be fully committed and involved in the life of the school
* Develop positive learning partnerships between home and school
* Have high expectations of every child enabling them to reach their full potential
* Create a lively and stimulating learning environment
* Communicate out Mission Statement and aims to all members of our school community

**Job Description**

**Job Title/Post:** SEND Coordinator (0.4-0.5)

**Salary: Mainscale+TLR2a**

**Immediately** **responsible to:** SENCO

**Immediately responsible for:** Coordinating provision for identified pupils

**Job Purpose:**

This is a 0.5 part-time post. The post-holder will be responsible for the coordination of provision for identified pupils, working collaboratively with the school SENCO. The post holder will ensure that identified children with Special Educational Needs and/or Disability receive the appropriate support and education and that staff at the school are supported to ensure that the needs of the individual children are met. They will take a lead in building relationships with professionals and families, whilst also mapping provision and coordinating reviews.

**1.Teaching and Learning**

1. Liaise with the SENCO to monitor that an appropriate, broad, high-quality and cost-effective curriculum is delivered to identified pupils with an EHCP.
2. Ensure the needs of identified individual pupils with an EHCP are met through a broad balanced and differentiated curriculum with an ongoing focus on raising standards, in liaison with the Leadership Team and class teachers.
3. Ensure recommended teaching approaches within EHCP’s or from reviews are put in place, ensuring effective use of teaching assistants and appropriate interventions.
4. Keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff.
5. Assist staff in the development and implementation of the agreed outcomes within the EHCP’s of identified pupils.
6. Monitor teaching and learning activities to ensure they meet the needs of identified pupils with an EHCP.
7. Work with parents to ensure the best possible outcomes for identified children with an EHCP.
8. Liaise with outside agencies/outreach services including Speech Therapists, Occupational Therapists in partnership with the SENCO, class teachers and teaching assistants to ensure the best possible outcomes for identified pupils.
9. Promote inclusion throughout the school.

**2. Recording and Assessment**

1. Monitor planning for identified pupils with an EHCP alongside the SENCO, to ensure individual needs are being met.
2. Arrange and attend, where appropriate, Weekly, Monthly, Termly or Annual Review meetings, Education Health Care Planning Meetings, SEN/D Planning Meetings and complete necessary documentation as directed by the SENCO.
3. Working with the SENCO, interpret and disseminate specialist assessment data (where specialist knowledge is required due to nature of needs) in liaison with those agencies responsible for producing the assessments.
4. Monitor systems of communication for identified pupils that keep parents informed about their child's progress, in partnership with class teachers.

**3. Leadership**

1. Assist the SENCO in organising the effective deployment of teaching assistants for identified pupils and assist in monitoring the effectiveness of the provision.
2. Create, monitor and oversee Provision Maps for identified pupils under the direction of the SENCO, through use of the schools digital provision mapping software.
3. Report termly to the Head teacher and wider Leadership team on the impact of provision.
4. Maintain and identify resources needed to meet the needs of identified pupils and ensure resources identified on EHCP’s are in place or a planned program for purchasing/introducing these resources is coordinated.
5. **Liaise and be the key contact with outside agencies for identified pupils to ensure EHCP outcomes are being worked towards.**

**4. Standards and Quality Assurance**

1. Support the aims and ethos of the school.
2. Attend and participate in open/parent evenings.
3. Uphold the school's behaviour code and uniform regulations.
4. Contribute and participate in staff training where relevant, to ensure that staff maintain a well-rounded knowledge of SEND provision and strategies to best support pupils.
5. Participate in Continuing Professional Development with particular reference to specific areas of SEN/D related to identified pupils.
6. Attend staff meetings where appropriate and meet weekly with the SENCO.
7. Talk to identified pupils with an EHCP, their families and support staff and listen to their feedback, with a view to further developing the school support system in response to identified needs.

**Other Duties and Responsibilities**

ANY SPECIAL CONDITIONS OF SERVICE:

The post holders will be required to undertake any other duties of an equal nature appropriate to the post as determined by the Headteacher. Such duties will be discussed with the person concerned who may have his/her Trade Union representative present if so desired.

The Conditions of Employment applicable to teachers in accordance with the School Teachers’ Pay and Conditions Document apply to this post, a copy of which is available for inspection at the school.

The job description will be reviewed at the end of each academic year or earlier if necessary following consultation with the post holder

|  |  |
| --- | --- |
| Signature | Date |
| SEND Coordinator |  |
| Headteacher |  |

**Person Specification – SEND Coordinator**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Attributes** | **Criteria** | **Essential** | **Application**  **Form** | **Interview** | **Reference** |
| Qualifications | DfE recognised teaching qualification | E | √ |  |  |
|  | National SENCO Qualification and/or experience as a SENCO | E | √ |  |  |
| Experience | Teaching experience across the primary phase in either a mainstream or special setting (EYFS, KS1 & KS2) | E | √ |  | √ |
| Working in partnership with colleagues, parents and outside agencies | E | √ |  | √ |
| Evidence of good and outstanding teaching skills and excellent pupil achievement | E | √ | √ | √ |
| Recent attendance on appropriate and relevant in-service training, with a particular focus on Speech, Language and Communication Needs to support pupils with ASC | E | √ | √ | √ |
| Knowledge and Understanding | Understanding of the requirements of the SEN/D Code of Practice. | E | √ | √ |  |
| Knowledge of effective teaching and learning strategies for pupils with Speech, Language and Communication Needs. | E | √ | √ | √ |
| Knowledge of a range of effective classroom and behaviour management strategies to support pupils with SEN/D. | E | √ | √ | √ |
| Experience of creating and managing Provision Maps. | D | √ | √ |  |
| Skills and Personal Qualities | Ability to relate well to children | E | √ | √ | √ |
| Strong interpersonal skills and the ability to | E |  |  |  |
| Commitment to equality of opportunity | E | √ | √ |  |
| Ability to work effectively as a team member | E | √ |  | √ |
| Effective self-motivation and personal organisational skills | E | √ |  | √ |
| Strong commitment to the use of ICT to support teaching, learning and assessment | E | √ | √ |  |
| Other | Ability to communicate effectively, both orally and in writing | E | √ | √ |  |
| Commitment to safeguarding | E | √ | √ | √ |
| Commitment to developing and building partnerships with staff, governors, children, parents and the wider community | E | √ | √ |  |
| Commitment to inclusion with high expectations for all children | E | √ | √ | √ |
|  | | | | | |
| Application Form and Supporting Statement | The form must be fully completed and legible. The supporting statement should be clear, concise (no more than 3 sides of A4 in Arial 11 and written under the sub-headings contained under the attributes column. | | | | |
| Confidential References | Positive recommendations from all referees including current employer. Issues arising from references will be taken up at interview. All appointments are subject to satisfactory references. | | | | |