



Priory School (Foundation)

Assistant Special Educational Needs Coordinator (SENCO) Person Specification

This person specification defines the type of person required, and describes the essential and desirable skills, knowledge, qualifications, specific conditions and competencies required to undertake the duties of the job description. Items marked as 'E' (Essential) must be demonstrated on the application form and/or at interview, as indicated below. Failure to do so is likely to result in the application in question being omitted from a short list for interview. Items marked as 'D' (Desirable) may form the basis for selection and should be demonstrated if possible in the application form ('A') and / or at interview ('I') as indicated below.

Qualifications	E	D	A	I
Have a degree in a relevant subject	✓		✓	
Have Qualified Teacher Status	✓		✓	
Already hold the National Award for SEN Coordination, NASENCO, or equivalent SENCo qualification		✓	✓	
Be willing to work towards the National Award for SEN Coordination, or other relevant SENCo qualification, if not already held	✓		✓	
Evidence of relevant SEND training or professional development		✓	✓	
Be a trained first aider		✓	✓	

Experience	E	D	A	I
A proven track record of effective teaching practice	✓		✓	✓
Successful experience of supporting children with SEND and/or additional needs	✓		✓	✓
Experience of adapting teaching to meet the needs of pupils with a range of abilities and needs	✓		✓	✓
Experience of working with pupils with complex needs		✓	✓	✓
Experience of working within, or closely with, a SEN Unit, Resource Base or specialist provision		✓	✓	✓
Experience of using assessment information to identify barriers to learning and inform provision	✓		✓	✓
Experience of delivering, monitoring or evaluating targeted interventions	✓		✓	✓
Successful experience of teaching across more than one key stage	✓		✓	✓
Experience of supporting colleagues to develop inclusive classroom practice	✓		✓	✓

Knowledge and Skills	E	D	A	I
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A strong understanding of high quality inclusive teaching and adaptive practice	✓		✓	✓
A passion for SEND and improving outcomes for children with additional needs	✓		✓	✓
A sound understanding of the graduated approach; assess, plan, do , review				
To be able to demonstrate an ability to work with pupils and their families in a sensitive and positive way	✓		✓	✓
To be able to demonstrate a sound knowledge of the SEND Code of Practice and its application in schools	✓		✓	✓
Ability to identify barriers to learning and support appropriate strategies and provision	✓		✓	✓
Ability to contribute to pupil plans, provision mapping and reviews	✓		✓	✓
To evidence experience of behaviour management techniques for groups and individuals with SEND	✓		✓	✓
The ability to make consistent judgements based on careful analysis of SEND data	✓		✓	✓
Ability to model excellent inclusive teaching practice	✓		✓	✓
To be able to communicate in both written and verbal mediums effectively	✓		✓	✓
Present clearly a wide range of specialised information to both educationalists and non-educationalists	✓		✓	✓
To demonstrate a proven ability to work sensitively and effectively with colleagues to help them to improve their everyday classroom practice	✓		✓	✓
To be able demonstrate a greater understanding of how pupils with SEND develop	✓		✓	✓
To be able to demonstrate a sound understanding of SEND funding and statutory assessment processes		✓	✓	✓
Understanding of the needs of EAL pupils		✓	✓	✓
Willingness to continue developing professional knowledge and skills	✓		✓	✓

Personal attributes: The successful candidate will demonstrate:	E	D	A	I
Enthusiasm for the role and a genuine commitment to inclusive education	✓		✓	✓
A calm, caring and child-centred approach	✓		✓	✓
A positive attitude and solution focused mindset	✓		✓	✓
Excellent organisation and time management skills	✓		✓	✓
Ability to manage a varied and demanding workload effectively	✓		✓	✓
Ability to prioritise tasks and meet deadlines	✓		✓	✓
High expectations of self, pupils and colleagues	✓		✓	✓
The ability to work as both part of a team and independently	✓		✓	✓
The ability to maintain positive working relationships with pupils, staff, families and external professionals	✓		✓	✓
High levels of drive, energy and integrity	✓		✓	✓
A commitment to equality, diversity and inclusion	✓		✓	✓
A commitment to promoting high quality care and support for children	✓		✓	✓
Ability to process personal and sensitive data in line with GDPR requirements	✓		✓	✓
Suitable to work with children and able to maintain appropriate professional boundaries.	✓		✓	✓
Commitment to safeguarding and promoting the welfare of children and successfully DBS cleared	✓		✓	✓
Willingness to uphold the school's vision, values and ethos	✓		✓	✓

