

Lincoln Christ's Hospital School

Educating in Lincoln since 1090



Person Specification for Associate Senior Leader – SENDCo

Note: Candidates failing to meet any of the essential criteria will automatically be excluded.

This person specification outlines the qualifications, experience, knowledge, skills and personal qualities required for the role of SENDCo. Each criterion is marked as either:

- **Essential (E)** – must be met for the candidate to be considered for the role
- **Desirable (D)** – would be advantageous but not essential

The assessment methods column indicates how each criterion will be assessed:

- **A** = Application form
- **I** = Interview
- **R** = References
- **T** = Task/presentation

Qualifications and Professional Status

Criteria	Essential/ Desirable	Assessment Method
Qualified Teacher Status (QTS) or equivalent	E	A
Degree or equivalent qualification	E	A
Qualified SENDCo Status	E	A, R
Specialist qualifications in SEN (e.g., SPLD, SEMH, ASD, ADHD)	D	A
Professional qualification in assessing and teaching learners with specific learning difficulties	D	A
Evidence of recent and relevant continuing professional development in SEND	E	A, I
Evidence of recent and relevant continuing professional development at senior leadership level	E	A, I
National Professional Qualification for Senior Leadership (NPQSL) or equivalent	D	A

Experience

Criteria	Essential/ Desirable	Assessment Method
Substantial successful teaching experience in a secondary school (KS3 and KS4)	E	A, R
Experience teaching pupils with a range of SEN	E	A, I
Experience of leading a team or coordinating SEND provision	E	A, I
Experience of working collaboratively with colleagues	E	A, I
Experience of managing or contributing to SEND budgets	D	A, I
Experience of training or supporting other teachers	D	A, I
Experience of working with external agencies and parents	E	A, I

Skills, Knowledge and Understanding

Criteria	Essential/ Desirable	Assessment Method
Knowledge of the SEND Code of Practice and statutory framework	E	A, I, T
Understanding of the EHCP process and evidence requirements	E	A, I
Understanding of the Equality Act (2010) and reasonable adjustments	E	A, I
Knowledge of effective SEND identification and assessment strategies	E	A, I
Understanding of curriculum and pedagogical approaches for SEND	E	A, I
Knowledge of strategies to support pupils with SEND in mixed ability settings	E	A, I
Awareness of factors promoting effective transition between education phases	D	A, I
Understanding of school improvement processes including monitoring and evaluation	D	A, I
Knowledge of multi-agency working and external SEND services	D	A, I
Understanding of Access Arrangements and JCQ regulations	D	A, I

Safeguarding and Child Protection

Criteria	Essential/ Desirable	Assessment Method
Comprehensive knowledge of current safeguarding legislation and statutory guidance, particularly Keeping Children Safe in Education (KCSIE)	E	A, I
Understanding of safeguarding culture and procedures (recording/reporting, professional boundaries)	E	I
Understanding of the specific safeguarding needs of SEND pupils	E	I

Skills and Abilities

Criteria	Essential/ Desirable	Assessment Method
Ability to analyse and interpret pupil data to inform SEND provision	E	A, I, T
Ability to lead and manage a team effectively	E	A, I
Ability to develop and deliver effective SEND training and support to staff	E	A, I, T
Ability to communicate effectively with pupils, families, staff and external agencies	E	A, I
Ability to manage complex caseloads and meet deadlines	E	A, I
Ability to develop and implement inclusive policies and practises	E	A, I
Ability to use technology to support SEND provision and data management	D	A, I

Personal Qualities and Attributes

Criteria	Essential/ Desirable	Assessment Method
Commitment to comprehensive education and the highest aspirations for all students	E	A, I, R
Commitment to safeguarding and promoting the welfare of children and young people	E	A, I, R
Sensitivity to the aspirations, needs and self-esteem of pupils and families	E	A, I, R
High standards of professional ethics and behaviour, maintaining public trust in the teaching profession	E	A, I, R
Ability to maintain confidentiality and handle sensitive information	E	A, I
Commitment to equality, diversity and inclusion	E	A, I, R
Resilience, emotional intelligence and ability to remain calm under pressure while maintaining professionalism	E	I, R
Strong organisational and prioritisation skills	E	A, I
Energy, enthusiasm and stamina	E	I, R
Reflective practitioner with commitment to continuous professional development	E	I, R
Integrity, honesty and transparency	E	I, R
Approachable, empathetic and able to build trust	E	I, R
Solution-focused with a positive, can-do attitude	E	I, R
Commitment to collaborative working and team building	E	I, R
Commitment to SEND provision	E	A, I, R
Willingness to share expertise and support colleagues	E	A, I
Ability to inspire confidence in students, staff, parents and governors	E	I, R
Commitment to promoting staff wellbeing and managing workload effectively	E	I
Sense of humour and ability to maintain perspective	D	I, R

Additional Requirements and/or Specific to Lincoln Christ's Hospital School

Criteria	Essential/ Desirable	Assessment Method
Understanding of and commitment to the school's vision and values	E	A, I
Commitment to upholding the school's ethos, values and policies	E	A, I
Understanding of the local context and community	D	I
Commitment to working in partnership with parents and the wider community	E	I
Enthusiasm for the #LCHSPROUD rewards strategy and values-based approach	E	I
Flexibility to work outside normal school hours when required, including attendance at evening events and occasional weekends	E	I