



Person Specification: SENCO

| Attributes | Essential | Desirable | Assessment |
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| Qualifications and Training | <ul style="list-style-type: none"> Qualified Teacher Status National Award for SEN Co-ordination (or working towards) | <ul style="list-style-type: none"> Evidence of Continuing Professional Development linked to curriculum development | <ul style="list-style-type: none"> Application form Letter of application References |
| Experience | <ul style="list-style-type: none"> Experience of developing the curriculum Experience of successful EHCP applications and completing relevant paperwork Experience of effective management of pupil behaviour Experience of working with outside agencies in regard to SEND and E safeguarding | <ul style="list-style-type: none"> Experience of managing staff An understanding of timetabling support | <ul style="list-style-type: none"> Application form Letter of application References Interview Classroom observation |
| Knowledge and Understanding | <ul style="list-style-type: none"> Knowledge of relevant legislation - in particular of the SEND Code of Practice ad KCSIE, equal opportunities and disability discrimination legislation and how these apply to pupils with EHCPs as well as those without. Understanding of how to assess and identify the needs of any pupils with barriers to learning or who are at risk of underachieving for example those with SEN, Medical needs, EAL and, Gifted and Talented pupils. Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the School's resources and the individual child. Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Children's Services. Clear understanding of planning differentiation into the curriculum Understanding of how to develop the use of ICT, numeracy and literacy across the curriculum Understanding of how to use data to inform planning | <ul style="list-style-type: none"> Sound knowledge of the national agenda Understanding of how to implement and monitor SEN developments Knowledge of a range of external agencies | <ul style="list-style-type: none"> Letter of application References Interview Classroom observation |
| Skills and Personal Qualities | <ul style="list-style-type: none"> To lead by example Highest standards of professional conduct | <ul style="list-style-type: none"> Ability to liaise with different groups to achieve a positive outcome | <ul style="list-style-type: none"> Application form Letter of application References |

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| | <ul style="list-style-type: none"> • Ability to form positive relationships with pupils, adults and parents • Ability to lead, motivate and influence others • Excellent written and oral skills • To have excellent time management skills. • To show commitment to sustain excellent attendance at work • Ability to work under pressure and remain calm • Ability to work in a team • Ability to use ICT packages and systems | <ul style="list-style-type: none"> • Positive approach to problem solving | <ul style="list-style-type: none"> • Interview |
| Safeguarding | <ul style="list-style-type: none"> • Demonstrate commitment to safeguarding and child protection and understanding of safeguarding procedures and statutory documentation relating to safeguarding. | | |
| Special Conditions | <ul style="list-style-type: none"> • Motivated to work with children & young people. • Ability to form & monitor appropriate relationship & personal boundaries with children & young people. • Emotional resilience in working with challenging behaviours. • Appropriate attitudes to use of authority & maintaining discipline. • The postholder may be required to work outside of normal school hours on occasion, with due notice. • To undergo an enhanced DBS check – individuals on the ISA barred list should not apply. | | |