

# Whickham School

## Deputy SENDCo - Person Specification

The successful applicant will be a driven, highly-motivated and ambitious person, with outstanding communication skills and attention to detail. The role involves working with all staff and in particular with our SENDCO and Learning Support colleagues.

Criteria	Essential	Desirable	Assessed through
<b>Qualifications</b> <ol style="list-style-type: none"> <li>1. Educated to degree level</li> <li>2. Qualified Teacher Status (or equivalent)</li> <li>3. National Award for SEN Coordination</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>	<ol style="list-style-type: none"> <li>3. With a commitment to working to complete this qualification.</li> </ol>	All - Application form & Certificates
<b>Experience</b> <ol style="list-style-type: none"> <li>1. Work or training in a secondary school environment</li> <li>2. Successful experience of teaching GCSE, BTEC or A level qualifications</li> <li>3. Evidence of effective teaching that has supported students in making strong progress.</li> <li>4. Successful leadership experience (e.g. within SEN / Curriculum area)</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	<ol style="list-style-type: none"> <li>4. Experience of working with children with additional needs / SEMH</li> </ol>	All - Application form & References
<b>Leadership qualities</b> <ol style="list-style-type: none"> <li>1. Beliefs and values that are aligned with those held by the school.</li> <li>2. A clear vision for the SEMH element of faculty and an understanding of how to support children who have SEMH needs and their families</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>		All - Application form, references and interview day activities

<ul style="list-style-type: none"> <li>3. Ability to both support and challenge staff within various contexts.</li> <li>4. Ability to effectively communicate ideas and concepts</li> <li>5. Ability to effectively interpret individual, class level and subject level data and use to inform sound decisions.</li> <li>6. Ability to effectively communicate with SEND children and parents</li> </ul>	<ul style="list-style-type: none"> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> </ul>		
<p><b>Knowledge &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>1. Understanding of, and commitment to, safeguarding and child protection procedures</li> <li>2. Strong, up to date knowledge of SEN Code of Practice and relevant updated legislation</li> <li>3. Ability to design, implement and evaluate effective, imaginative and interesting lessons and schemes of work</li> <li>4. Ability to effectively evaluate SEN provision</li> <li>5. Understanding of effective techniques in raising attainment and standards in SEN provision.</li> <li>6. Strong understanding of effective behaviour management strategies.</li> </ul>	<ul style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> </ul>	<ul style="list-style-type: none"> <li>2. Desire to learn</li> <li>4. Desire to learn</li> </ul>	<p>All - Application form, references and interview day activities</p>
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>1. Ability to listen effectively and form good interpersonal relationships</li> <li>2. Ability to work independently or as part of a team as required</li> <li>3. Strong organisational and time management skills.</li> <li>4. The ability to use a variety of teaching and feedback strategies</li> <li>5. Ability to appropriately challenge ideas or beliefs they believe are wrong</li> </ul>	<ul style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ul>		<p>All - Application form, references and interview day activities</p>
<p><b>Personal values and qualities</b></p> <ul style="list-style-type: none"> <li>1. Pupil centred in decision making</li> </ul>	<ul style="list-style-type: none"> <li>1.</li> </ul>		<p>All - Application form, references</p>

<ol style="list-style-type: none"> <li>2. Belief in the value of restorative practices</li> <li>3. Ability to take personal accountability for performance</li> <li>4. Evidence of a commitment to continuous personal development and improvement</li> <li>5. Ability to perform well when placed under pressure</li> <li>6. High levels of emotional intelligence</li> <li>7. Resilience and the optimism to deal with day to day challenges.</li> <li>8. Self confidence and the ability to make appropriate decisions.</li> <li>9. Regularly meets deadlines</li> <li>10. Forms positive and productive relationships with staff and children</li> <li>11. Honest and trustworthy</li> <li>12. High expectations of self and others</li> </ol>	<ol style="list-style-type: none"> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> <li>11.</li> <li>12.</li> </ol>		<p>and interview day activities</p>
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