|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Essential** | **Desirable** | **How identified** |
| **Qualifications** | Qualified Teacher StatusNational Award for SEN (or working towards) | Evidence of continuous INSET with particular reference to Special Educational Needs (SEN). | Application |
| **Background and Experience** | The SENCO should have experience of:Teaching at KS3 and KS4Qualified teacher with at least four years’ experience Evidence of continuing professional developmentEvidence of work with colleagues in schoolsExperience of leading a team of teachers on the curriculum initiativeExperience of budget managementExperience of leading training to improve the quality of teaching and learningExperience of working alongside other teachers in the development and learningExperience of setting targets and monitoring, evaluating and recording progressAn outstanding classroom practitionerExcellent understanding of current, relevant issues and national developments in SEN Excellent skills in the use of data to evaluate effectiveness and quality of provision and to secure accountability | Leading and developing SEN team Evidence of working as a SENDCoSafeguarding qualification at level 3 or aboveLeading teams in schools | Application Selection ProcessReferences |
| **Professional Knowledge and Understanding** | The SENCO should have knowledge and understanding of:Strategies for meeting SEN in a mixed ability class situationThe SEN Code of Practice and its practical applicationThe Educational Health Care Plan process and the evidence needed for application, assessment and reviewsGood understanding of strategies required when working with children with SENDBehaviour management techniques for groups and individualsGood understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skillsGood understanding of factors promoting effective transfer of learners from one phase of education to the nextGood understanding of the principles behind school improvement including school improvement planning, monitoring, review and evaluation of progressHighly developed understanding of effective pedagogy for SEN | In addition, the SENCO might have knowledge and understanding of:Using comparative information about attainmentThe funding support mechanism for SENThe roles and responsibilities of educational psychologists and of learning and behaviour support servicesAn understanding of the broader secondary and primary context and Government initiatives to raise achievementKnowledge and understanding to support EAL childrenKnowledge of working with students with specifically high needs, particularly those with autism | Application FormSelection process |
| **Skills** | The SENCO will be able to:Deliver high quality CPD to teachers and non-teaching staff to impriave the outcome of young people with SEND needs.Organise and sustain systematic support from a variety of providers for a range of SENDManage the co-ordination of teaching assistants in support of SEND pupilsAdvise and motivate teaching staff with SEND initiativesPresent clearly a wide range of specialised information to both educationalists and non-educationalistsMake consistent judgements based on careful analysis of available evidenceExcellent classroom practitionerGood communication skills, both written and oralGood presentation skills with the ability to enthuse and motivate othersGood organisation skillsConfident in the use of information and communication technology.Able to manage challenging behaviour of students and support colleagues to manage behaviourCreative and imaginative thinker, able to anticipate problems and find solutionsExcellent organizational skills to meet deadlines and manage workload of self and othersHave high expectations of self and others and provide a role model for students and staffDeliver high quality continues professional development opportunities for teachers around all areas of SEND.Coordinate and plan the delivery of high-quality intervention to support the needs of students with SENDExcellent IT skills |  | Application formSelection process Interview |
| **Personal qualities and attributes** | Cares deeply about the success of every child Awareness understanding and commitment to the protection and safeguarding of children and young peopleHas energy, enthusiasm and optimismOpen to advice, feedback and professional developmentHigh integrity: honest, trustworthy and reliable |  | Selection processReferences |
| **Attitude and values** | Willingness to share expertise, skills and knowledgeSensitivity to the aspirations, needs and self-esteem of othersCommitment to team workingWillingness to address challenging issues with clarity of purpose and diplomacyEquality of opportunity and inclusivityTactful and discreet and upholds and promotes the positive image of the school at all timesValues collaboration |  | Letter of applicationSelection process |
| **Personal presentation** | High standards of dress and presentation and high expectations of others |  | Selection process |