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| **Criteria** | **Essential** | **Desirable** | **How identified** |
| **Qualifications** | Qualified Teacher Status  National 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 KS4  Qualified teacher with at least four years’ experience  Evidence of continuing professional development  Evidence of work with colleagues in schools  Experience of leading a team of teachers on the curriculum initiative  Experience of budget management  Experience of leading training to improve the quality of teaching and learning  Experience of working alongside other teachers in the development and learning  Experience of setting targets and monitoring, evaluating and recording progress  An outstanding classroom practitioner  Excellent 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 SENDCo  Safeguarding qualification at level 3 or above  Leading teams in schools | Application  Selection Process  References |
| **Professional Knowledge and Understanding** | The SENCO should have knowledge and understanding of:  Strategies for meeting SEN in a mixed ability class situation  The SEN Code of Practice and its practical application  The Educational Health Care Plan process and the evidence needed for application, assessment and reviews  Good understanding of strategies required when working with children with SEND  Behaviour management techniques for groups and individuals  Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills  Good understanding of factors promoting effective transfer of learners from one phase of education to the next  Good understanding of the principles behind school improvement including school improvement planning, monitoring, review and evaluation of progress  Highly developed understanding of effective pedagogy for SEN | In addition, the SENCO might have knowledge and understanding of:  Using comparative information about attainment  The funding support mechanism for SEN  The roles and responsibilities of educational psychologists and of learning and behaviour support services  An understanding of the broader secondary and primary context and Government initiatives to raise achievement  Knowledge and understanding to support EAL children  Knowledge of working with students with specifically high needs, particularly those with autism | Application Form  Selection 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 SEND  Manage the co-ordination of teaching assistants in support of SEND pupils  Advise and motivate teaching staff with SEND initiatives  Present clearly a wide range of specialised information to both educationalists and non-educationalists  Make consistent judgements based on careful analysis of available evidence  Excellent classroom practitioner  Good communication skills, both written and oral  Good presentation skills with the ability to enthuse and motivate others  Good organisation skills  Confident in the use of information and communication technology.  Able to manage challenging behaviour of students and support colleagues to manage behaviour  Creative and imaginative thinker, able to anticipate problems and find solutions  Excellent organizational skills to meet deadlines and manage workload of self and others  Have high expectations of self and others and provide a role model for students and staff  Deliver 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 SEND  Excellent IT skills |  | Application form  Selection 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 people  Has energy, enthusiasm and optimism  Open to advice, feedback and professional development  High integrity: honest, trustworthy and reliable |  | Selection process  References |
| **Attitude and values** | Willingness to share expertise, skills and knowledge  Sensitivity to the aspirations, needs and self-esteem of others  Commitment to team working  Willingness to address challenging issues with clarity of purpose and diplomacy  Equality of opportunity and inclusivity  Tactful and discreet and upholds and promotes the positive image of the school at all times  Values collaboration |  | Letter of application  Selection process |
| **Personal presentation** | High standards of dress and presentation and high expectations of others |  | Selection process |