

Person Specification

SENDCO

The candidates are required to address the selection criteria in their letter of application.

Candidates must show **evidence** of the following criteria, which will be used as part of the selection procedure:

Qualifications	Essential
	<ul style="list-style-type: none"> Qualified Teacher Status National Award for SENCO
	Desirable
	<ul style="list-style-type: none"> Evidence of continuous CPD with particular reference to Special Educational Needs (SEN)
Experience	Essential
	<ul style="list-style-type: none"> Qualified teacher with at least three years' experience of teaching across the primary range , including EAL children Experience of leading a team of teachers on a subject or curriculum initiative Experience of training or supporting other teachers Experience of working alongside other teachers in developing pedagogy Successful experience of monitoring, evaluating and improving the quality of teaching and learning and recording progress Experience of raising attainment for all pupils in challenging classroom environments Experience of working in collaboration with parents Evidence of continuing professional development Evidence of working with multi agencies
	Desirable
	<ul style="list-style-type: none"> Leading SEND provision and line managing staff to deliver SEND interventions Experience of teaching the whole primary age range dealing specifically with a range of SEND needs and implementing appropriate strategies to support and access learning by the children Experience of budget management
Knowledge and Understanding	Essential
	<ul style="list-style-type: none"> Strategies for meeting SEND needs in a mixed ability class situation The SEN Code of Practice and its practical application A good understanding of the new SEND developments/research The EHCP application process and the evidence needed 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 of school improvement including planning, monitoring, review and evaluation of progress Understanding the roles and responsibilities of educational psychologists, learning and behaviour support services, speech and language therapists and occupational therapists Understanding of the role of assessment in enabling children to make progress in learning
	Desirable
	<ul style="list-style-type: none"> Using comparative information about attainment The funding support mechanism for SEND Experience of completing additional funding applications Devising and implementing pastoral support plans An understanding of the broader secondary and primary context and Government initiatives to raise achievement Knowledge and understanding to support EAL children
Skills and Abilities	Essential

	<ul style="list-style-type: none"> • Excellent organisational skills and the ability to manage a large complex work load • Empathise with the difficulties of SEND pupils in accepting the curriculum • Organise and sustain systematic support from a variety of providers for a range of SEND • Advise and motivate teaching and support 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 • Be an excellent classroom practitioner • Excellent communication skills, both written and oral • Good presentation skills with the ability to enthuse and motivate others • Confident in the use of information and communication technology. • Good influencing and negotiating skills • Excellent record keeping and time management
Personal Characteristics	Desirable
	<ul style="list-style-type: none"> • Makaton • Team teach • PECS • Sensory integration • SEMH Training
	Essential
	<ul style="list-style-type: none"> • 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 • Willingness to take on initiatives which will challenge and deliver an effective outcome for children • Sense of humour and ability to manage personal workload