



PERSON SPECIFICATION: SENCo

| Category | Essential | Desirable |
|--|---|---|
| 1. Qualifications/ Professional Development | <ul style="list-style-type: none"> ▪ Qualified teacher status ▪ SENCo Qualification ▪ Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning ▪ Outstanding classroom practice ▪ Ability to identify own learning needs and to support others in identifying their learning needs ▪ Experience of working with other schools/organisations/agencies ▪ An extensive knowledge of the SEN Code of Practice | <ul style="list-style-type: none"> ▪ Experience of teaching in more than one school ▪ At least 3 years successful teaching experience in the primary age range ▪ Experience of working in a mainstream school with a Specialist Resource Base. |
| 2. Leadership | <ul style="list-style-type: none"> ▪ Ability to articulate and share a vision of primary education within the context of the school's vision and mission statements ▪ Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school ▪ Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these ▪ Understanding of and commitment to promoting and safeguarding the welfare of pupils ▪ Working closely and in collaboration with SLT | <ul style="list-style-type: none"> ▪ Knowledge of the role of the governing body ▪ Evidence of having successfully translated vision into reality at whole school level ▪ Experience of instigating and leading significant change within a school setting. ▪ Evidence of successful strategies for planning, implementing, monitoring and evaluation school improvement ▪ Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils |
| 3. Management | <ul style="list-style-type: none"> ▪ Experience of working with and leading staff teams ▪ Successful experience of leading one or more subject areas ▪ Understanding of effective budget planning and resource deployment ▪ Excellent prioritising skills and able to meet deadlines | <ul style="list-style-type: none"> ▪ Experience of working with governors to enable them to fulfil whole school responsibilities ▪ Successful involvement in staff recruitment, appointment/induction, ▪ Understanding of how financial and resource management enable a school to achieve its educational priorities ▪ Experience of performance management and supporting the professional development of colleagues |

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|-------------------------------------|---|---|
| 4. Teaching and Learning | <ul style="list-style-type: none"> ▪ A secure understanding of the requirements of the National Curriculum ▪ Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils ▪ A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning ▪ Experience of effective monitoring and evaluation of teaching and learning ▪ Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management | <ul style="list-style-type: none"> ▪ Understanding of successful teaching and learning across the entire curriculum across all key stages ▪ Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management ▪ A secure understanding of the requirements of Early Years development |
| 5. Monitoring and Evaluation | <ul style="list-style-type: none"> ▪ Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, governors, ▪ Ability to provide clear information and advice to staff and governors ▪ Secure knowledge of statutory requirements relating to the curriculum and assessment | <ul style="list-style-type: none"> ▪ Experience of presenting reports to governors ▪ Understanding the criteria for the evaluation of finance and budgets ▪ Leading sessions to inform parents ▪ Experience of offering challenge and support to improve performance ▪ Experience of effective whole school self-evaluation and improvement strategies ▪ Secure understanding of current practice in performance management, including capability proceedings |
| 6. Personal qualities | <ul style="list-style-type: none"> ▪ Ability to plan time and organise work effectively whilst managing a work life harmony ▪ Ability to meet deadlines ▪ Self-motivated and able to set personal goals ▪ Solution based approach to problem solving. ▪ Approachable ▪ Energetic ▪ Enthusiastic ▪ Reliable ▪ Creative | |