

Person Specification

Priory School – Mainstream SENCO

You are asked to focus upon demonstrating the extent to which you meet each of the selection criteria when writing your personal statement which you will find on the last page of the application form. Candidates who are shortlisted for interview will also be required to demonstrate their ability to meet the remaining criteria outlined on this Person Specification during the selection process, with the exception of their qualifications. These will be evidenced from the application form and your production of any original relevant certificates at interview.

Key	E (Essential)	D (Desirable)	A (Application Form)	I (Interview)			
	Qualifications and Experience			E	D	A	I
1	Qualified Teacher Status			✓		✓	
2	SENCo Accreditation (or be willing to undertake during the first year of employment)				✓	✓	
3	Evidence of successful management and leadership, of school self-evaluation and the OFSTED process				✓	✓	✓
4	Successful experience of working with children with SEND and other vulnerable groups.			✓		✓	✓
5	Successful experience of teaching in more than one school and a minimum of six years teaching experience across the Primary age range				✓	✓	
6	Evidence of a wide range of continuing relevant professional development related to SEND				✓	✓	
7	Successful experience of school development, planning and implementing the School's vision to achieve school improvement and progress				✓		✓
8	Evidence of successful leadership and management through monitoring and evaluation strategies to raise the standards of the quality of teaching and learning and children's outcomes				✓		✓
	Professional Knowledge and Understanding			E	D	A	I
9	Knowledge of relevant educational methodologies			✓		✓	
10	Specific evidence of successful classroom teaching			✓			✓

11	The capacity to effectively monitor and evaluate the quality of teaching and standard of pupils' achievement, and use benchmarks to set targets for improvement.	✓		✓	✓
12	The ability to build and lead teams efficiently and effectively using skills of motivation, delegation and time management	✓		✓	✓
13	The ability to lead on the analysis, understanding and interpretation of data, including the effective use of relevant benchmark information, especially for children with SEND and other vulnerable groups	✓		✓	✓
14	An excellent understanding and application of appropriate strategies for managing pupils' behaviour	✓		✓	✓
	Skills and Attributes: The successful candidate will demonstrate:	E	D	A	I
15	Professional, neat and well - groomed personal appearance	✓		✓	✓
16	Determination to secure excellent outcomes for vulnerable children.	✓		✓	
17	Effective administrative and organisational skills	✓		✓	
18	The ability to prioritise own time effectively, work under pressure and to set and meet deadlines with a sense of balance and perspective	✓		✓	
19	The ability to apply an excellent knowledge of ICT to teaching and administration	✓		✓	
20	The ability to form and maintain positive, professional relationships.	✓		✓	✓
21	Excellent interpersonal skills.	✓		✓	✓
22	Personal resilience to challenge.	✓		✓	✓
23	An open-minded, empathic, non-judgemental disposition.	✓		✓	✓
24	Commitment to safeguarding and promoting the welfare of children and successfully DBS cleared	✓		✓	✓
25	Suitable to work with children and able to always maintain appropriate professional boundaries between oneself and children and other work colleagues	✓		✓	✓
26	Maintain confidentiality and be discreet	✓		✓	✓
27	Solution focused skills – the ability to investigate, solve problems and make decisions	✓		✓	✓
28	Ability to process personal and sensitive data in line with the General Data Protection regulations (GDPR) 2018.	✓			✓

