

St Peter's CE Primary School

Chippenham Mews London W9 2AN

Headteacher: Mrs Alice Ducros

Deputy: Mrs Hattie Friedman

Telephone: 020 7186 0082

Email: office@stpeterscm.co.uk

Website: www.stpeterscm.co.uk



Person Specification – SENCO

Heading	Essential	Desirable
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • A person in sympathy with the aims and ethos of a voluntary aided Church School within the state education system. • A strong commitment to inclusion and the belief that every child can achieve and thrive with the right support. • Empathy, patience, and emotional intelligence when working with pupils, families and colleagues. • Ability to remain calm, reflective, and solution-focused during challenging or sensitive situations. • Excellent relationship-building skills, with the ability to inspire trust and work collaboratively with a wide range of people. • High expectations, optimism, and a positive attitude, coupled with resilience and determination. • A person with a sense of humour. • Dedication to the profession and a love of being with children. 	<ul style="list-style-type: none"> • A passion for supporting vulnerable, disadvantaged, or previously under-achieving pupils. • Creativity and flexibility in problem-solving, particularly when supporting pupils with complex or unique needs.
<p>Qualities and experience</p>	<ul style="list-style-type: none"> • Successful and sustained experience teaching in a primary school setting. • Qualified Teacher Status (QTS) and National Award for SEN Coordination (NASENCo) or studying towards. • Highly organised, able to prioritise effectively, and able to manage competing deadlines. • Experience completing EHCP applications, attending or leading annual reviews. • Proven experience supporting pupils with a wide range of SEND, including autism, ADHD, speech and language needs, SEMH, cognition and learning and physical/medical needs. • Experience working collaboratively with parents, carers, teachers, support staff and multi-agency professionals. 	<ul style="list-style-type: none"> • Experience leading or coordinating a SEND provision within a phase or subject area. • Experience using data to analyse progress, evaluate interventions, and inform future provision. • Experience managing or overseeing support staff such as teaching assistants or learning mentors. • Experience working with children with complex needs or those requiring highly personalised support. • Experience supporting or coaching colleagues to improve inclusive practice. • Ability to work collaboratively as part of the leadership team.

	<ul style="list-style-type: none"> • Evidence of contributing to SEND processes such as pupil profiles, provision mapping, intervention planning, referrals or assessment. • Excellent communication skills- clear, compassionate and professional. • Model best practice to others 	
Professional Knowledge	<ul style="list-style-type: none"> • In-depth understanding of the SEND Code of Practice (2015) and statutory responsibilities of schools, including early identification, graduated response and statutory assessment processes. • Secure knowledge of effective, evidence-based strategies to support pupils with additional needs, including adaptive teaching, scaffolding, pre-teaching, precision teaching and language-rich approaches. • Understanding of high-quality, inclusive classroom practice and how to remove barriers to learning through curriculum adaptation, environment changes and personalised support. • Understanding of safeguarding procedures, thresholds, and the SENCO's role in supporting vulnerable pupils and liaising with safeguarding leads. • Knowledge of multi-agency working. • Knowledge of mental-health and wellbeing approaches relevant to SEND, such as trauma-informed practice, restorative approaches, and emotional regulation strategies. • Awareness of current educational research and developments in SEND and inclusion, with the ability to apply these in practice. 	<ul style="list-style-type: none"> • Familiarity with local-authority systems, referral pathways, and SEND panels relevant to primary-age pupils. • Knowledge of specific assessment tools used to screen or support pupils with SEND (e.g. speech-and-language tools, dyslexia screening tools). • Strong grasp of assessment and data analysis, including how to identify emerging needs, track pupil progress, and measure the impact of interventions.
Professional Skills	<ul style="list-style-type: none"> • Strong communication skills, able to explain complex SEND processes clearly to staff, parents, and professionals. • Ability to support staff to deliver high-quality, inclusive classroom practice. • Confident in handling sensitive conversations with empathy, professionalism and solution-focused thinking. 	<ul style="list-style-type: none"> • Ability to lead whole-school initiatives linked to inclusion, wellbeing or behaviour. • Confidence in contributing to strategic school improvement, using SEND data to inform planning and decision-making. • Skilled in analysing assessment data to identify needs, track progress, and evaluate interventions.