



### **SENCO- PERSON SPECIFICATION**

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>EVIDENCE</b>
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Degree or equivalent</li> <li>• Qualified teacher status</li> <li>• National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant CPD in relation to SEN and inclusion. Coaching qualification.</li> <li>• An interest in undertaking further training at MA level or beyond.</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> </ul>
<b>Professional knowledge, understanding and skills</b>	<ul style="list-style-type: none"> <li>• Proven ability as an excellent classroom teacher</li> <li>• Ability to work collaboratively and to lead a team</li> <li>• A positive approach to promote excellent learning behaviour</li> <li>• Evidence of continuing professional development</li> <li>• Experience of leading a whole school initiative that demonstrates impact on teaching and learning and standards.</li> <li>• Experience of developing outstanding relationships with parents and working with parents to support children's progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of the SENCO role</li> <li>• Experience in teaching across the primary age range.</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Interview</li> </ul>

<b>Specific knowledge, understanding and skills</b>	<ul style="list-style-type: none"> <li>• Skilled use of data to track progress and identify possible additional needs</li> <li>• Excellent understanding of the principles of inclusive teaching and experience of teaching children with special educational needs</li> <li>• Experience of working with other professionals and/ or agencies to meet the needs of children with additional needs</li> <li>• Knowledge and understanding of statutory duties in relation to SEN and equality</li> <li>• Knowledge and understanding of the principles of nurture and how this leads to inclusive practice</li> <li>• Understanding and knowledge of strategies that support children with ASD, ADHD and attachment.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of the Boxall Profile</li> <li>• Experience of provision mapping</li> <li>• Understanding of principles of cognitive development and cognitive overload and implications for this in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Tasks</li> <li>• Interview</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Excellent understanding of the National Curriculum and its implementation</li> <li>• Understanding of strategies and pedagogy of meeting the needs of pupil with SEN within a mixed ability class.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of English and Maths interventions to promote progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Application</li> </ul>

<b>Professional Values</b>	<ul style="list-style-type: none"> <li>• Demonstrate high expectations and challenge for all pupils.</li> <li>• Have the strong belief that learning should be enjoyable and fun for everyone.</li> <li>• Be able to demonstrate that children are at the centre of all actions and provisions put in place.</li> </ul>		<ul style="list-style-type: none"> <li>• Interview</li> <li>• Tasks</li> <li>• References</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Passionate about teaching and learning and wanting the absolute best for all pupils</li> <li>• Display warmth, kindness, patience and sensitivity when dealing with children</li> <li>• Demonstrate kindness and excellent interpersonal skills when dealing with staff</li> <li>• Show the ability to listen and empathise with parents/carers, children and staff</li> <li>• Be able to work collaboratively to bring out the best in people</li> <li>• Be organised and able to manage your time effectively</li> <li>• Demonstrate initiative by bringing ideas to the table about moving provision forward</li> <li>• Non-judgemental</li> <li>• Enthusiastic about being part of the SLT</li> <li>• Ability to prioritise and manage time effectively.</li> </ul>		<ul style="list-style-type: none"> <li>• Application</li> <li>• Tasks</li> <li>• Observation</li> <li>• Reference</li> </ul>

