Harriers Banbury Academy
an Aspirations Academy

# PERSON SPECIFICATION

**Post: Special Educational Needs Co-ordinator**
**Grade:** Salary plus SEN allowance
Responsible to the Principal
Responsible for SEN Support Staff
**Purpose of the job:** The SENCO is required to carry out the duties of a school teacher as set out in the School Teachers' Pay & Conditions document and the Teachers' Standard.

## Overall responsibility

- To lead, manage, develop and maintain high quality SEN provision which enables quality teaching, excellent learning outcomes and success for all pupils
- To model effective teaching, to coach and train colleagues and to teach, as appropriate, across the school
- To keep all aspects of paperwork including records and policies up-to-date and actioned as appropriate

## Selection Criteria

## Essential Qualifications and Experience

- Further specialist qualification in an aspect of SEN e.g. ASD, SpLD
- Qualified teacher status
- Experience of monitoring and evaluating effective teaching and learning
- National Qualification for Special Educational Needs Co-ordination (or studying for the qualification)
- Proven experience in effective liaison with a range of outside agencies
- Proven track record for CPD
- At least 5 years successful teaching experience within the primary age range
- Evidence of sound knowledge of effective quality first teaching and intervention strategies
- Demonstrable experience in working collaboratively with parents, colleagues, governors and the local community
- Professional knowledge and understanding
- Understanding of child protection procedures and safeguarding children
- Knowledge and understanding of the expectations within the new EYFS and National Curriculum
- Knowledge and understanding of current developments and best practice in SEN legislation and all aspects of inclusion and pastoral care Knowledge of the range and types of interventions available Confident use of ICT, including classroom technologies
- The effective management of provision for SEN

## Abilities and skills

- Use of performance data to inform provision mapping and planning
- Leadership and people management to work effectively, both individually and in teams
- Produce and update CAF forms, EHC plans and other statutory documents
- Ability to deal sensitively with people
- Show excellent time and management skills and analyse, prioritise and meet deadlines
- Effective communication, taking into account the views of others, including effective oral and written communication and excellent presentation skills
- Effective organisation of work, prioritising and managing time, working under pressure to meet deadlines and setting personal goals
- To promote the learning ethos of the school, supporting our vision for excellent education which develops happy, confident, successful and caring global citizens
- To ensure that environments within the school are welcoming, inclusive and fully supportive of all children achieving their very best

## Personal qualities

- A commitment to inclusive education and a willingness to respond to the needs of all learners
- Ambition, energy, enthusiasm, determination and drive to develop your role
- Reliability, professionalism and integrity