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**Personal Specification - SENCo**

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|  | | **Essential** | **Desirable** | |
| **Qualifications** | | Graduate in a related subject  Qualified Teacher Status  Record of professional development and updating knowledge  National SENCO Award or willingness to train | Other professional development in the area of SEND | |
| **Relevant experience** | | Proven ability to demonstrate **good teaching** ensuring all students  make excellent progress  A working knowledge of the SEND Code of Practice and statutory requirements specifically related to Inclusive School Practice.  To have a thorough understanding of the SEND code of practice and demonstrate best practice in meeting the needs of pupils with SEND.  Experience of teaching students with a range of additional needs  Experience of managing a team of staff  Successful and relevant secondary teaching experience    Experience and understanding of a range of **assessmen**t techniques to maximise student progress    Involvement in the preparation for and administration of assessment including end of key stage assessments in at least one key stage    Proven ability to manage **behaviour** both within class and throughout the school    Experience of **monitoring** and giving accurate feedback to colleagues, including observation of teaching resulting in improved outcomes.  Experience of delivering high quality CPD related to SEND | Successful class teaching experience across more than one key stage    Involvement in the preparation for and administration of assessment including end of key stage assessments in more than one key stage  Experience of teaching a range of alternative qualifications / courses for students at KS4  Experience of delivering innovative enrichment / wider curricular provision | |
| **Knowledge and understanding** | | Clear understanding and detailed **knowledge of current curriculum and assessment** requirements and developments, particularly in relation to SEND    Understanding of relevant **equal opportunities, health and safety and safeguarding** guidance and legislation, and with commitment to keeping up to date with legislative changes affecting schools  Knowledge of the regulations around safeguarding and how to  address any issues that might arise    Knowledge of good practice guidelines to form and maintain appropriate relationships and personal boundaries with Students  and young people    Be able to demonstrate emotional resilience in working with Students, Parents carers and colleagues    Working knowledge of SEN code of practice and other legislation / guidance pertinent to SEND | Working knowledge of Birmingham SEND LA and associated services for Education, Health and Social Care  Knowledge of alternative, supportive KS4 pathways and opportunities for students  Knowledge of and links with Post 16 providers | |
| **Skills and aptitudes** | Excellent **organisational** **and time**  **management skills**    Proven ability to **motivate, inspire**  **and manage** staff and students    Ability to **communicate effectively** both orally and in writing with a variety of audiences    Ability to develop **positive working relationships** with students,  parents, staff, Governors and local  community    Ability to listen and respond to others    Successful experience of working with parents as partners in their child’s education    Proven ability to meet deadlines and be punctual    Is trustworthy, caring and kind    Is approachable, but able to set appropriate personal and  professional boundaries    Is creative, flexible and open to  new ideas    Demonstrate a strong desire to achieve the highest possible level of educational achievement for  each student in the school  To be a fluent and confident user in a range of IT systems and school based MIS | | Ability to report to and work with other stakeholders such as Governors, the LA and other external advisors or  agencies    Ability to manage change, involving and consulting students, parents, staff,  Governors and others |
| **Special Requirements** | Enhanced DBS clearance  Compliance with all School and  Trust policies | |  |