



Person Specification: SENCO

| | Essential | Desirable | Evidence |
|-----------------------------|---|--|------------------|
| QUALIFICATIONS AND TRAINING | <ul style="list-style-type: none"> Qualified Teacher Status (B. Ed, M.Ed or PGCE) | <ul style="list-style-type: none"> SENCo Qualification SEND related qualifications/training Evidence of recent professional development, specifically related to the role of SENCo Other qualifications (eg First Aid) | A |
| KNOWLEDGE | <ul style="list-style-type: none"> Knowledge of a variety additional needs Knowledge of the National Curriculum and Early Years Framework | <ul style="list-style-type: none"> Up to date understanding of child protection measures. Ability to use a range of teaching approaches and strategies that enthuse, motivate and actively engage learners | A T I |
| EXPERIENCE | <ul style="list-style-type: none"> Experience of a range of inclusive approaches which will allow children with additional needs to enable them to thrive and make progress. | <ul style="list-style-type: none"> Has experience of primary senior leadership Experience of leading appraisal | A |
| SKILLS | <ul style="list-style-type: none"> The ability to form positive relationships with pupils, staff and families Maintain successful provision for SEND children throughout the school Good communication skills and high levels of literacy High expectations for all pupils, regardless of starting points Good organisational and time management skills The skills to lead regular SEND review meetings with parents and external agencies Ability to use ICT effectively | <ul style="list-style-type: none"> Ability to manage effective assessment, and recording arrangements. | A T I R |
| PERSONNEL | <ul style="list-style-type: none"> The ability to work in partnership, communicating effectively with children, parents, staff and governors Commitment to professionally develop and to lead in-house professional development to further develop send practice across the school. Excellent inter-personal skills and emotional literacy Commitment to working effectively as part of a team | | R |
| PERSONAL QUALITIES | <ul style="list-style-type: none"> Committed to a child-centred philosophy that values a broad and balanced curriculum Positive and enthusiastic Adaptable and flexible | <ul style="list-style-type: none"> Commitment to partnership with the community High expectations of themselves and others | A T I R |
| EQUAL OPPS | <ul style="list-style-type: none"> Knowledge of and commitment to equal opportunities issues as they relate to primary education and schools | | |
| OTHER REQUIREMENTS | <ul style="list-style-type: none"> Commitment to safeguarding children Committed to a strong partnership between home and school | <ul style="list-style-type: none"> A good sense of humour Perspective A commitment to own mental and emotional well-being | A I R |