



Person Specification
Special Educational Needs Coordinator (SENCO)
Mitcheldean Endowed Primary School

	Essential	Desirable	Evidence
1 Qualifications and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment • Degree 	<ul style="list-style-type: none"> • National Award for SEN Co-ordination 	<ul style="list-style-type: none"> • Application form
2 Experience	<ul style="list-style-type: none"> • A minimum of five years teaching experience. • Experience of teaching Primary Children • Experience of teaching children with Autism Spectrum Disorder, Attachment Disorder and otherspecific needs within a mainstream class. • Experience of leading and managing other staff. • Experience of working closely with parents. 	<ul style="list-style-type: none"> • Experience of teaching EYFS • Experience of teaching KS2. • Experience of working as a SENCO. • Experience supporting EAL students. • Experience of OFSTED inspection. • Experience of supporting children in care as Designated Teacher 	<ul style="list-style-type: none"> • Application form • References
3 Personal Qualities	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability • Ability to work under pressure and prioritise effectively • Approachable and friendly. • Ability to work effectively as part of a team building effective working relationships • . • Be solutions focused. • A commitment to children being included in all aspects of school life. • Effective communication and interpersonal skills. • Resilient. 		<ul style="list-style-type: none"> • Interview • Group session with children

4 Knowledge and Skills	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Effective communication skills. • Ability to support staff in inclusive classroom practice. • Be able to establish a clear picture of a child's strengths and needs. • Ability to set SMART targets and enable staff to support children in achieving them. • Up to date knowledge of the Gloucestershire Graduated Pathway. • Knowledge of Safeguarding procedures and the Early Help Graduated Pathway. • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Ability to plan and evaluate interventions • Data analysis skills and the ability to use data to inform provision planning • Ability to influence and negotiate • Good record-keeping skills 	<ul style="list-style-type: none"> • Ability to advocate for vulnerable children. • Knowledge of nurture and attachment principles. 	<ul style="list-style-type: none"> • Interview and application • Interview Tasks
5 Other	<ul style="list-style-type: none"> • Two fully supportive references which cover the candidate's professional, personal and leadership qualities. 		