

SKILLS/ ABILITY/ EXPERIENCE	TO DO WHAT?	HOW WELL? NOW OR WITH TRAINING?	HOW IMPORTANT AT THE TIME OF APPOINTMENT?
<b><u>QUALIFICATIONS</u></b>			
Qualified teacher status	To perform the role of a teacher / cover teacher	Now	5
An outstanding teacher	To be a role model as an exemplary teacher	Now	5
Qualified SENCo	To hold the qualification or be working towards obtaining this	Now	5
<b><u>KNOWLEDGE</u></b>			
Detailed knowledge SEN code of conduct and SEN legislation	Detailed understanding of the code and how to adhere to the principles	Now	5
The EHCP process and the evidence needed to support applications	Able to submit evidence to support statement applications	Now	5
Knowledge of funding streams and the use of pupil funds	Aware of how funding works and the restraints within it	Now	5
Ability to complete and monitor education health care plans	Accurate and effective plans produced and followed up	Now	5
Ability to complete and monitor referrals for external support	Accurate and effective forms produced and after followed up	Now	5
Detailed knowledge of the curriculum and how it can be adapted to meet the needs of vulnerable pupils	Good understanding of the Primary curriculum and how it may be used to meet the needs of pupils with particular needs	Now	5
Familiarity of SEN resources and programmes	Able to recommend appropriate resources and tools to enhance the SEN provision in school	Desirable	4

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<p><b>LEADERSHIP</b></p> <p>Knowledge of Whole School Improvement Planning</p> <p>Evidence of organisational skills</p> <p>Ability to monitor and evaluate the quality of SEND provision in class</p> <p>High expectations and commitment to raising standards for all pupils with needs</p> <p>A commitment to, and an ability to lead staff development</p> <p>Awareness of the requirements for outstanding teaching and the ability to improve the teaching of others for SEND pupils</p> <p>Ability to analyse and interpret data</p> <p>Knowledge of Positive Behaviour Strategies</p> <p>Remaining up to date with current best practice and changes to SEND</p> <p>Ensure that the school carries out its statutory responsibilities regarding all students with an Education Health Care plan</p> <p>Staff Training</p>	<p>A good understanding of SIP planning and how to action all aspects</p>	<p>Desirable</p>	<p>4</p>
	<p>Able to organise own workload and prioritise</p>	<p>Now</p>	<p>5</p>
	<p>Knowledge of monitoring and evaluation</p>	<p>Now</p>	<p>5</p>
	<p>Understanding of excellence in SEND teaching and how to strategically improve standards</p>	<p>Now</p>	<p>5</p>
	<p>An understanding of coaching and feedback</p>	<p>Desirable</p>	<p>4</p>
	<p>To understand what outstanding looks like and how to instil this in others</p>	<p>Now</p>	<p>5</p>
	<p>Understanding of data and how to use it to formulate improvement plans</p>	<p>Desirable</p>	<p>4</p>
	<p>Understanding or PBS and capable of maintaining high standards of behaviour</p>	<p>Now</p>	<p>5</p>
	<p>Actively research and review changes to SEND legislation and recommendations</p>	<p>Now</p>	<p>5</p>
	<p>Implement systems that allow school procedures to be evaluated to ensure all requirements met</p>	<p>Now</p>	<p>5</p>
<p>Advise on and contribute to the professional development of staff, including whole school INSET provision</p>	<p>Desirable</p>	<p>4</p>	

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<p><b>INTERPERSONAL &amp; COMMUNICATION SKILLS</b> Ability to communicate effectively to a range of audiences, through good written and oral communication skills</p> <p>Ability to work well as a member of a team</p> <p>Support all staff in understanding the needs of SEN pupils</p> <p>Excellent written and oral presentation skills</p> <p>Well-developed and proven interpersonal skills with a wide audience</p> <p>Able to form a professional relationship and rapport with parents</p> <p>Professional conduct at meetings</p>	<p>To liaise with school staff and other stakeholders</p> <p>To support colleagues and have effective working relationships in school and across the federation to improve outcomes for children</p> <p>To be able to articulate what is needed and gain commitment of colleagues</p> <p>Able to communicate to a wide audience</p> <p>Proven track record and ability to work with children, parents, colleagues, external agencies and advisors</p> <p>To make contact with parents and hold meetings to discuss the needs of their child and to obtain their support of any actions the school wishes to take</p> <p>To attend meetings with parents, peers and outside networks to obtain the best outcome for the child and the school</p>	<p>Now</p> <p>Now</p> <p>Now</p> <p>Now</p> <p>Now</p> <p>Now</p> <p>Now</p>	<p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p>
<p><b>SAFEGUARDING</b> Understanding of key safeguarding issues and procedures due to working in a school environment</p>	<p>To ensure correct reporting and monitoring of any safeguarding issues arising across the school;</p> <p>To maintain appropriate levels of confidentiality and data security in respect of personal/pupil/colleague information</p>	<p>Now</p> <p>Now</p>	<p>5</p> <p>5</p>