



**SENCo**  
**Person Specification**

<b>Selection criteria</b> – all are essential except those marked * which are desirable	
Qualifications and experience	1. Qualified teacher status
	2. National Qualification for Special Educational Needs Co-ordination*
	3. Proven track record of CPD
	4. Further specialist qualification in an aspect of SEN eg. ASD, SpLD *
	5. At least 3 years successful teaching experience within the primary age range
	6. Evidence of sound knowledge of effective quality first teaching and intervention strategies
	7. Demonstrable experience in working collaboratively with parents, colleagues, governors and the local community*
	8. Experience of monitoring and evaluating effective teaching and learning*
	9. Proven experience in effective liaison with a range of outside agencies*
Professional knowledge and understanding	1. Knowledge and understanding of the expectations within the EYFS and National Curriculum
	2. Knowledge and understanding of current developments and best practice in SEN legislation and all aspects of inclusion and pastoral care
	3. Knowledge of the range and types of interventions available
	4. Knowledge of Equal Opportunities
	5. The effective management of provision for SEN
	6. Management of SEND, More Able, EAL, LAC, Pupil Premium children.
	7. Understanding of child protection procedures and safeguarding children
Abilities and skills	1. Ability to use performance data to inform provision mapping and planning
	2. Ability to lead and manage people to work effectively, both individually and in teams
	3. Produce and update CAF forms, EHCPs and other statutory documents
	4. Ability to deal sensitively with people
	5. Show excellent time and management skills and analyse, prioritise and meet deadlines
	6. Ability to communicate effectively, taking into account the views of others, including effective oral and written communication and excellent presentation skills
	7. Ability to organise work effectively, prioritising and managing time, working under pressure to meet deadlines and setting personal goals
	8. Ability to promote the learning ethos of the school, supporting our vision for excellent education which develops happy, confident, successful and caring global citizens
	9. Ability to ensure environments within the school are welcoming, inclusive and fully supportive of all children achieving their very best
Personal qualities	1. A commitment to inclusive education and a willingness to respond to the needs of all learners
	2. Ambition, energy, enthusiasm, determination and drive to develop your role
	3. Reliability, professionalism and integrity