

**St Peter's CE Primary School**

**Chippenham Mews London W9 2AN**

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**Person Specification – SENCO**

Heading	Essential	Desirable
<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• A person in sympathy with the aims and ethos of a voluntary aided Church School within the state education system.</li> <li>• A strong commitment to inclusion and the belief that every child can achieve and thrive with the right support.</li> <li>• Empathy, patience, and emotional intelligence when working with pupils, families and colleagues.</li> <li>• Ability to remain calm, reflective, and solution-focused during challenging or sensitive situations.</li> <li>• Excellent relationship-building skills, with the ability to inspire trust and work collaboratively with a wide range of people.</li> <li>• High expectations, optimism, and a positive attitude, coupled with resilience and determination.</li> <li>• A person with a sense of humour.</li> <li>• Dedication to the profession and a love of being with children.</li> </ul>	<ul style="list-style-type: none"> <li>• A passion for supporting vulnerable, disadvantaged, or previously under-achieving pupils.</li> <li>• Creativity and flexibility in problem-solving, particularly when supporting pupils with complex or unique needs.</li> </ul>
<p><b>Qualities and experience</b></p>	<ul style="list-style-type: none"> <li>• Successful and sustained experience teaching in a primary school setting.</li> <li>• Qualified Teacher Status (QTS) and National Award for SEN Coordination (NASENCo)</li> <li>• Highly organised, able to prioritise effectively, and able to manage competing deadlines.</li> <li>• Experience completing EHCP applications, attending or leading annual reviews.</li> <li>• Proven experience supporting pupils with a wide range of SEND, including autism, ADHD, speech and language needs, SEMH, cognition and learning and physical/medical needs.</li> <li>• Experience working collaboratively with parents, carers, teachers, support staff and multi-agency professionals.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience leading or coordinating a SEND provision within a phase or subject area.</li> <li>• Experience using data to analyse progress, evaluate interventions, and inform future provision.</li> <li>• Experience managing or overseeing support staff such as teaching assistants or learning mentors.</li> <li>• Experience working with children with complex needs or those requiring highly personalised support.</li> <li>• Experience supporting or coaching colleagues to improve inclusive practice.</li> <li>• Ability to work collaboratively as part of the leadership team.</li> </ul>

	<ul style="list-style-type: none"> <li>• Evidence of contributing to SEND processes such as pupil profiles, provision mapping, intervention planning, referrals or assessment.</li> <li>• Excellent communication skills- clear, compassionate and professional.</li> <li>• Model best practice to others</li> </ul>	
<b>Professional Knowledge</b>	<ul style="list-style-type: none"> <li>• In-depth understanding of the SEND Code of Practice (2015) and statutory responsibilities of schools, including early identification, graduated response and statutory assessment processes.</li> <li>• Secure knowledge of effective, evidence-based strategies to support pupils with additional needs, including adaptive teaching, scaffolding, pre-teaching, precision teaching and language-rich approaches.</li> <li>• Understanding of high-quality, inclusive classroom practice and how to remove barriers to learning through curriculum adaptation, environment changes and personalised support.</li> <li>• Understanding of safeguarding procedures, thresholds, and the SENCO's role in supporting vulnerable pupils and liaising with safeguarding leads.</li> <li>• Knowledge of multi-agency working.</li> <li>• Knowledge of mental-health and wellbeing approaches relevant to SEND, such as trauma-informed practice, restorative approaches, and emotional regulation strategies.</li> <li>• Awareness of current educational research and developments in SEND and inclusion, with the ability to apply these in practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarity with local-authority systems, referral pathways, and SEND panels relevant to primary-age pupils.</li> <li>• Knowledge of specific assessment tools used to screen or support pupils with SEND (e.g. speech-and-language tools, dyslexia screening tools).</li> <li>• Strong grasp of assessment and data analysis, including how to identify emerging needs, track pupil progress, and measure the impact of interventions.</li> </ul>
<b>Professional Skills</b>	<ul style="list-style-type: none"> <li>• Strong communication skills, able to explain complex SEND processes clearly to staff, parents, and professionals.</li> <li>• Ability to support staff to deliver high-quality, inclusive classroom practice.</li> <li>• Confident in handling sensitive conversations with empathy, professionalism and solution-focused thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to lead whole-school initiatives linked to inclusion, wellbeing or behaviour.</li> <li>• Confidence in contributing to strategic school improvement, using SEND data to inform planning and decision-making.</li> <li>• Skilled in analysing assessment data to identify needs, track progress, and evaluate interventions.</li> </ul>