

**The Windsor Boys' School**  
**SENCO**  
**Person Specification**



<b>Person Specification</b> <b>Knowledge, Qualifications, Skills and Experience</b> <b>(Desirable = D, Essential = E)</b>
<b>Knowledge/Qualifications</b>  Qualified Teacher Status (E) National Award for SEN Co-ordination (E)
<b>Skills</b>  Sound knowledge of relevant statutory legislation including the SEND Code of Practice (2015) and the Equality Act (2010) (E) Understanding of what makes 'quality first' teaching, and of effective intervention strategies (E) Ability to plan and evaluate interventions (E) Data analysis skills, and the ability to use data to inform provision planning (D) Effective communication and interpersonal skills (E) Ability to build effective working relationships (E) Ability to influence and negotiate (D) Good record-keeping skills (E)
<b>Experience</b>  Teaching experience (E) Experience of working at a whole-school level (D) Involvement in self-evaluation and development planning (D) Experience of conducting training/leading INSET (D) Experience and/or relevant qualification in Exam Access Arrangements (D)
<b>Personal Qualities</b>
<b>Planning and Organising</b>  <i>The successful candidate should be able to demonstrate these personal qualities in the following way:</i> <ul style="list-style-type: none"><li>• Work with the Headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements</li><li>• Prepare and review information the governing board is required to publish</li><li>• Contribute to the school improvement plan and whole-school policy</li><li>• Identify training needs for staff and how to meet these needs</li><li>• Lead INSET for staff</li><li>• Share procedural information, such as the school's SEN policy</li><li>• Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for students with SEN or a disability</li></ul>

## SENCO Person Specification

### Internal/External Relationships

*The successful candidate would be expected to be able to:*

- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Communicate regularly with parents or carers
- Ensure that if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student
- Promote the student's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after student has SEN or a disability.
- Work with the pastoral team to provide advice and guidance where required

### Problem Solving

*The successful candidate should be able to:*

- Identify a student's SEN
- Co-ordinate provision that meets the student's needs, and monitor its effectiveness
- Secure relevant services for the student
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents/carers and the student