

SENDCO – JOB AND PERSON SPECIFICATION

The purpose of your role will be:

- To play a key role within the school to ensure that all children with additional needs make accelerated progress in their learning and achieve to the very best of their ability.
- To have a working knowledge of the SEND Code of Practice and ensure that this is incorporated into daily practice.
- To directly contribute to children's accelerated progress through high-quality, sustained teaching of intervention support based upon detailed knowledge of their specific needs.
- To have high expectations, lead by example, and promote the school's vision, values and aims.
- To be a member of the School Leadership Team (SLT) and contribute to the strategic development and direction of the school in line with the school's Strategic Improvement Plan.
- To provide leadership and direction in supporting meeting the needs of children with SEND.
- To take a lead role in monitoring and school self-evaluation regarding children with SEND.
- To provide guidance, training and support to all staff to achieve and maintain a good quality of provision for children with SEND.
- To analyse assessment data from a variety of sources to inform future whole-school planning and resourcing.
- To assist the SLT in undertaking delegated professional duties, including staff appraisal
- To liaise with parents/carers to ensure that their views inform the actions taken in the school.
- To liaise with professionals or agencies beyond the school setting and ensure advice given by professionals is acted upon within the school planning.
- To organise and/or attend professional/parent meetings, including SEND Support planning meetings, annual reviews, and transition meetings.
- To undertake the role of Designated Teacher for Looked After and Previously Looked After Children.
- To undertake training and ongoing practice of a Deputy Designated Safeguarding Lead (DDSL) and support regular DSL meetings.
- To undertake actions as directed by the Headteacher or other designated deputy.

Person Specification SENDCO Shawfield Primary School			
	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> -Degree or equivalent; -Qualified Teacher Status; -National Award for Special Educational Needs Co-ordinators OR a willingness to take the qualification within the next two years. 	<p>Relevant CPD in relation to SEND and inclusion.</p> <p>Coaching qualification. NPQML/SL or equivalent</p> <p>A willingness to undertake further training at MA level or beyond.</p>	Application Form
Professional knowledge, understanding and skills.	<p>Proven ability as an excellent classroom teacher;</p> <ul style="list-style-type: none"> -Ability to work collaboratively and to lead a team; -A positive approach to promoting excellent learning behaviour; -Evidence of continuing professional development. -Experience of leading a whole school initiative that demonstrates impact on teaching and learning and standards. -Experience in developing outstanding relationships with parents and working with them to support children's progress. 	<p>Experience of the SENDCO role;</p> <p>Experience in teaching across the primary age range.</p> <p>Evidence of effective mentoring and coaching of staff within an existing school setting.</p> <p>Awareness of Restorative Policy and Practices</p>	Application form Interview Presentation
Specific knowledge, understanding and skills	<ul style="list-style-type: none"> -Skilled use of data to track progress and identify possible additional needs; 	Experience of the Boxall Profile	Application Tasks Presentation Interview

	<ul style="list-style-type: none"> -Excellent understanding of the principles of inclusive teaching and experience of teaching children with special educational needs or disabilities; -Experience of working with other professionals and/ or agencies to meet the needs of children with additional needs; -Knowledge and understanding of the 2014 SEND Code of Practice; -Knowledge and understanding of statutory duties in relation to SEND and equality. -Knowledge and understanding of the principles of nurture and how this leads to inclusive practice. -Understanding and knowledge of strategies that support children with ASD, ADHD and attachment. 	<p>and Zones of Regulation</p> <p>Understanding of principles of cognitive development and cognitive overload and implications for this in the classroom.</p>	
Curriculum	<ul style="list-style-type: none"> -Excellent understanding of the National Curriculum and its implementation; -Understanding of strategies and pedagogy for meeting the needs of children with SEND -Awareness and understanding of national/local initiatives to drive improvement in school 	<p>Knowledge and understanding of English and Maths interventions to promote progress.</p> <p>Evidence and understanding of adaptive teaching to support the needs of all children</p>	Observation Application
Professional Values	<ul style="list-style-type: none"> -Demonstrate high expectations and challenge for all children. -Have the strong belief that learning should be enjoyable and fun for everyone! 		Interview Tasks References

	-Be able to demonstrate that children are at the centre of all actions and provision put in place.		
Personal Qualities	<ul style="list-style-type: none"> -Passionate about teaching and learning and wanting the absolute best for all children; -Display warmth, kindness, patience and sensitivity when dealing with children/parents/adults -Demonstrate kindness and excellent interpersonal skills when dealing with staff; -Show the ability to listen and empathise sincerely with parents/carers, children and staff; -Be able to work collaboratively to bring out the best in people; -Be organised and able to manage your time effectively; -Demonstrate initiative bring ideas to the table about moving provision forward. -Non-judgemental -Enthusiastic about being part of the SLT -Ability to prioritise and manage time effectively. 	Demonstrate a willingness to undertake CPD to support the role of DDSL	Application Tasks Observation References