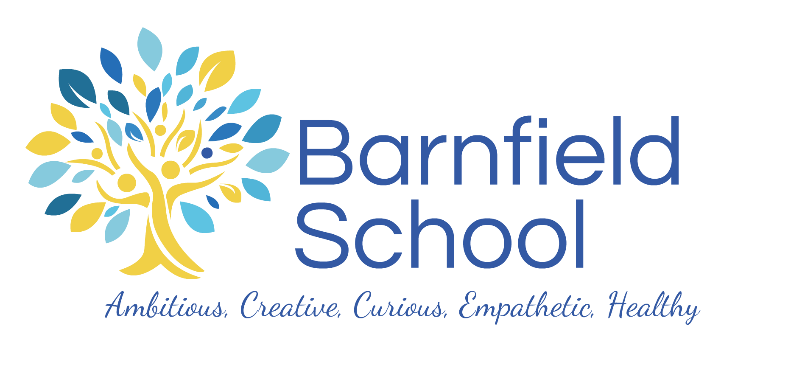
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**PERSON SPECIFICATION – BARNFIELD PRIMARY SCHOOL**

**POST:** **SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCO)**

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| **Attributes** | **Essential** | **Desirable** |
| **Qualifications and training** | * Have a degree in a relevant subject. * Have QTS. * At least 12 months experience working as a school SENCO.   or   * A commitment to achieve a National Award in Special Educational Needs within three years of appointment if having less than 12 months experience. | * Up-to-date safeguarding and child protection training, with a commitment to regular updates. * Certified first aider * Holds the National Award in Special Educational Needs Coordination. (NASENCO) |
| **Knowledge, skills and experience** | * Experience of working with pupils with SEND, and pupils with emotional and behavioural difficulties. * Experience working alongside an SLT to develop the quality of the curriculum and learning activities. * Experience co-ordinating provision for children with SEND. * Sound knowledge of the SEND Code of Practice and its application. * Sound knowledge of the graduated approach to providing SEN support. * Experience of behaviour management techniques for groups and individuals with SEND. * A good understanding of the principles of school improvement. * Experience working effectively with colleagues to improve classroom practice. * Experience utilising and analysing effective assessment systems and recording and maintaining pupil records. * Have taught at KS1 and KS2 for at least three years. | * Experience working with parents, external agencies, and local authorities. * Strong understanding of SEND pupil development and needs. * Knowledge of SEND funding and experience with reasonable adjustments and access arrangements. * Experience gaining and managing large numbers of EHCPs for children with complex needs. * Taught extensively in all key stages and led a phase. |
| **Personal traits** | * A commitment to equal opportunities and empowering others. * Excellent communication skills, both written and verbal. * Excellent time management and organisation skills. * An ability to manage and prioritise a demanding workload, and that of others. * A flexible approach towards working practices. * The ability to work as both part of a team and independently. * An ability to work with pupils and their families in a sensitive and positive way. * An ability to establish and maintain professional working relationships. * High levels of drive, energy and integrity. * Demonstrable leadership qualities, e.g. assertiveness, confidence, resilience. * An ability to model good practice and engage in self-reflection. * A commitment to improve current skills and demonstrate a willingness to develop further. * A commitment to contributing to the wider school community. | * An ability to manage challenging situations. * Resilient in confrontational situations. |
| **Additional Requirements** | * Flexible, reliable, enthusiastic and patient. * Inspiring and influential. * Able to take control, lead and manage situations. * Consistent in modelling good practice and behaviour. | * Willingness to take part in wider community projects. |
| **Safeguarding** | * An Enhanced DBS. * Familiarity with current safeguarding and child   protection policies and good practise.   * Commitment to safeguarding and equality. | * DSL Trained |