**SENCO PERSON SPECIFICATION**

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| ***Category*** | ***Essential*** | ***Desirable*** |
| Qualifications/ Professional Development | ●Qualified teacher status. ● Ability to identify own learning needs and to support others in identifying their learning needs. ● Have, be working towards or willing to commit to completing National SENCO qualification. | ●Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning. |
| Skills, Qualities and Abilities | ●High quality teaching skills. ● High expectations of pupils’ learning and attainment. ● Strong commitment to school improvement and raising achievement for all. ● Ability to build and maintain good relationships. ● Ability to remain positive and enthusiastic when working under pressure. ● Ability to organise work, prioritise tasks, make decisions and manage time effectively. ● Good communication skills. ● Good interpersonal skills. ● Effective ICT skills. ● Full commitment to the aims and ethos of a Catholic school |  |
| Experience | ●Successful teaching experience demonstrating excellence in teaching and learning. ● Curriculum leadership in one or more core or foundation subjects, leading to school improvement. ● Experience of SEND | ●Experience of teaching across the primary phase. ● Experience of Catholic schools●Experience of presenting reports to governors. ● Leading sessions to inform parents. ● Experience of effective whole school self-evaluation strategies. |
| Strategic Leadership | ● Understanding of the spiritual, social and cultural development within a church school community. ● Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school. ● An ability to manage change and monitor and evaluate its impact. ● An ability to accept delegated authority and delegate, where appropriate. ● Understanding of and commitment to promoting | ● Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement. ● Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these. |
| Teaching and Learning | ● Exceptional classroom teacher ● Secure understanding of the requirements of the National Curriculum ● Secure understanding of the requirements of the SEND code of practice. ● Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils. ● A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning. ● Secure knowledge of statutory requirements relating to the curriculum and assessment.● Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management | ● Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management. ● Experience of effective monitoring and evaluation of teaching and learning. |
| Leading and Managing Staff | ● Experience of supporting the professional development of colleagues. ● Experience of working with staff teams | ● Ability to delegate work and support colleagues in undertaking responsibilities. ● Experience of working with and leading staff teams. |