

Hatfeild Primary School

SENDCo

Person specification



| CRITERIA | ESSENTIAL | DESIRABLE |
|------------------------------------|--|--|
| Qualifications and training | <ul style="list-style-type: none">• UK Qualified teacher status with a degree• NASENCo or National professional qualification (NPQ) for SENCOs, or a willingness to complete it within 3 years of appointment• GCSE/equivalent grade 4 in English and Maths | <ul style="list-style-type: none">• Any other qualifications or training relevant to the role. |
| Experience | <ul style="list-style-type: none">• Primary Teaching experience across at least two key stages• Experience of working at a whole-school level• Experience of working with children with a range of SEND• Involvement in self-evaluation and development planning• Experience of conducting training/leading INSET• Experience of managing a team and co-ordinating staff• Experience of establishing and maintaining professional working relationships with a variety of colleagues and other agencies. | <ul style="list-style-type: none">• Previous experience of the SENDCo role.• |

Skills and knowledge

- Sound knowledge of the SEND Code of Practice
 - Good knowledge of the National Curriculum across the Primary Phase and Early Years Curriculum.
 - Understanding of what makes 'quality first' teaching, and of effective intervention strategies
 - Ability to plan and evaluate interventions
 - Data analysis skills and the ability to use data to inform provision planning
 - Effective interpersonal skills with both adults and children
 - Ability to communicate effectively both verbally and in writing
 - Ability to build effective working relationships
 - Ability to prioritise and organise own work.
 - Ability to work effectively to a high standard under pressure and meeting deadlines.
 - Computer literate and able to use a variety of IT packages.
 - Ability to lead training sessions for other teaching and support staff to develop knowledge and expertise in SEND.
 - Willingness and ability to work as part of a team.
 - Commitment to raising standards and continuous school improvement
 - Strong organisational and time management skills to balance strategic leadership with administrative duties.
- A good understanding of the contents of The Schools White Paper "Every Child Achieving and Thriving" and the implications for schools.
 - Ability to work flexible in a rapidly changing environment

Personal qualities

- Enjoy working with young people and their wider family network.
- Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school
- High expectations of pupil behaviour and strategies to meet the personalised learning and emotional needs of all children.
- Have high aspirations and expectations for children, staff and themselves
- Be flexible, energetic, adaptable and have the ability to use initiative
- Ability to cope with difficult interpersonal behaviour and language.
- Demonstrate a consistent and positive attitude to challenges
- Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability
- Have a 'can do' attitude
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding and equality
- Carry out professional duties in a positive, helpful and courteous manner.
- Good communication and social skills with a good sense of humour.
- Empathetic, patient and have emotional resilience

- Experience of innovation and creativity in the curriculum.