

Lincoln Christ's Hospital School

Educating in Lincoln since 1090



SENDCo Person Specification

Professional Criteria:	
ESSENTIAL	DESIRABLE
Qualified Teacher status	Qualified SENDCo Status Specialist qualifications in SEN (including SPLD, SEMH, ASD, ADHD)
Good honours degree	Professional qualification in assessing and teaching learners with specific learning difficulties
Qualified teacher with at least four years experience	Evidence of continuous INSET with particular reference to Special Educational Needs (SEN)
Teaching to pupils at KS3 and KS4 Evidence of continuing professional development (specifically in the area of SEN)	A vision for the ideal curriculum
Evidence of working collaboratively with colleagues	Experience teaching across the age range of the school, dealing with a range of SEN
Experience of leading a team of teachers on the curriculum initiative	Experience and understanding of Access Arrangements with a working knowledge of JCQ regulations
Experience of budget management	
Experience of training other teachers	
Experience of working alongside other teachers in development and learning	
Understanding of:	
Strategies for meeting SEN in a mixed ability class situation	
The SEN Code of Practice and its practical application	
The EHCP process and the evidence needed	
Good, current understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills	
Good understanding of factors promoting effective transfer of learners from one phase of education to the next	
Good understanding of the principles behind school improvement including school improvement planning, monitoring, reviewing and evaluation of progress	

The SENDCo will be able to:	In addition the SENDCo might have knowledge and understanding of:
Empathise with the difficulties of SEN pupils in accessing the curriculum	Using comparative information about attainment
Organise and sustain systematic support from a variety of providers for a range of SEN	The funding support mechanism for SEND
Manage the co-ordination of teaching assistants in support of SEN pupils	The roles and responsibilities of multi-professional agencies such as Educational Psychologists
Advise and motivate teaching staff with SEN initiatives	Learning and pastoral support plans
Present clearly a wide range of specialised information to both educationalists and non-educationalists	An understanding of the broader secondary and primary context, and Government initiatives to raise achievement
Make consistent judgements based on careful analysis of available evidence	Good understanding of the principles behind project management
Excellent practitioner	Knowledge and understanding to support EAL children
Good communication skills, both written and oral	Behaviour management techniques
Good presentation skills with the ability to enthuse and motivate others	Familiarity with the concepts of Gifted and Talented
Good organisation skills	

Personal Qualities:	
ESSENTIAL	DESIRABLE
Willingness to share expertise, skills and knowledge	
Sensitivity to the aspirations, needs and self-esteem of others	
Commitment to team working	
Willingness to address challenging issues with clarity of purpose and diplomacy	
Positive attitude, energy and commitment	
Well presented	
Ability to work hard under pressure while maintaining a positive professional attitude	
Ability to organise and prioritise workload and work on own initiative	
Committed to equality of opportunity	
Ability to maintain strict confidentiality of information	