



Person Specification SENDCO Criteria

	E/D	A/I
Knowledge and Experience		
Experience of at least good teaching across EYFS and Primary phase	E	A/I
Experience of leading a team of teaching/support staff	E	A/I
Experience of delivering or supporting whole-school INSET	E	A/I
Experience of setting targets, monitoring, evaluating and recording progress	E	A/I
Evidence of Continuing Professional Development relating to SEND	E	A/I
Experience of planning, developing and reviewing appropriate intervention groups/projects.	E	A/I
Experience of identifying, providing, monitoring and evaluating teaching strategies for students with known barriers to learning	E	A/I
Experience of working with ASD	E	A/I
A thorough understanding of SEND and knowledge of a range of strategies to share with classroom teachers	E	A/I
Knowledge of the SEND Code of Practice (2014) and its practical application	E	A/I
Experience of using and/or developing SEND legal documentation (including policies)	E	A/I
Knowledge of using provision mapping and/or programmes for setting targets through Individual Education Programmes (IEPs).	E	A/I
Confident in using a range of SEND assessments and data	E	A/I
Knowledge/experience of working with outside professionals/agencies relating to SEND (e.g Educational Psychologist, Therapists / Physiotherapists)	E	A/I
Experience of submitting funding applications.	E	A/I
Experience of using/developing EHC Plans	E	A/I
Good understanding of curriculum and pedagogical issues related to extending student performance	E	A/I
Good understanding of factors promoting effective transfer of learners from one phase of education to the next	E	A/I
Knowledge and understanding of the principles with regard to the safeguarding of children and Child Protection	E	A/I
Qualifications and Training		
Good standard of Education up to GCSE or equivalent including Maths and English - Excellent literacy and numeracy skills	E	A
Good degree with PGCE or B.Ed.	E	A
QTS/QTLS	E	A
National Award for SEND Co-ordination	E	A/I
Evidence of further professional development at Masters level	D	A/I
Training in special educational needs & intervention strategies	E	A/I
Good ICT skills to support learning	D	A/I

Skills and Abilities

Excellent time management and organisational skills	E	A/I
Ability to build and maintain effective working relationships with all students and colleagues	E	A/I
Initiative to develop, implement and embed opportunities to maximise the achievement of students with SEN	E	A/I
An ability to work effectively as part of a wider team and to be able to lead and co-ordinate the work of others	E	A/I
Able to inspire and motivate others, showing enthusiasm, energy and optimism	E	A/I
Commitment to the promotion of inclusion	E	A/I

E = Essential element D = Desirable element A = Assessed via application form

I = Assessed at interview