

## SS John and Monica Catholic Primary

### School Person Specification

**'SS John and Monica Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to an enhanced DBS check and satisfactory references'.**

**Job Title: SENDCO**

<b>Category</b>	<b>Essential</b>	<b>Desirable</b>
1. Faith commitment	<ul style="list-style-type: none"><li>▪ Willingness to participate fully in the life and practice of our Catholic school</li><li>▪ Secure understanding of the distinctive nature of the Catholic school and Catholic education.</li><li>▪ Experience of leading acts of worship.</li><li>▪ Supportive of the Catholic faith.</li></ul>	<ul style="list-style-type: none"><li>▪ A practising and committed Catholic.</li></ul>
2. Qualifications	<ul style="list-style-type: none"><li>▪ Qualified Teacher Status</li><li>▪ Considerable experience working with Special Educational Needs or as a SENCO.</li></ul>	<ul style="list-style-type: none"><li>▪ CCRS or equivalent.</li></ul>
3. Safeguarding	<ul style="list-style-type: none"><li>▪ Current DBS check</li><li>▪ Positive References</li><li>▪ Commitment to ongoing development of awareness of Safeguarding procedures, such as partaking in child protection training and E-Safety training.</li></ul>	<ul style="list-style-type: none"><li>▪ Awareness of Safeguarding procedures</li></ul>

4. Experience	<ul style="list-style-type: none"> <li>▪ Successful teaching experience across the primary age range, including successful support of children with a range of SEND</li> <li>▪ Experience of working with parents to ensure the best possible outcomes for pupils.</li> <li>▪ Experience of monitoring teaching, learning and assessment that meets the needs of pupils with SEND</li> <li>▪ Experience of managing and supporting challenging behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of being a SENCO/Inclusion/Pastoral Lead</li> <li>▪ Teaching experience across the whole primary age range</li> <li>▪ Experience of leading a subject area or phase</li> </ul>
5. Professional Development	<ul style="list-style-type: none"> <li>▪ Good knowledge and understanding of the Teacher's Standards.</li> <li>▪ A thorough knowledge and understanding of the SEND Code of Practice.</li> <li>▪ Knowledge of the National Curriculum and EYFS curriculum.</li> <li>▪ An understanding of the challenges facing primary education and SEND provision.</li> <li>▪ Ability to articulate and demonstrate the characteristics of effective planning, learning, teaching and assessment strategies used to support pupils with SEND and those eligible for pupil premium funding.</li> <li>▪ Knowledge of how ICT can be used to support children with SEND.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of continuous professional development</li> <li>▪ Experience of working with other schools, organisations, and agencies.</li> <li>▪ Ambition to become a middle leader</li> </ul>

<p>6. Strategic Leadership</p>	<ul style="list-style-type: none"> <li>▪ Ability to articulate and share a vision of primary education within the context of the Mission of a Catholic School.</li> <li>▪ Ability to plan ahead and identify the learning needs of pupils.</li> <li>▪ Knowledge of what constitutes quality in educational provision.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of the role of the Governing body.</li> <li>▪ Ability to inspire and motivate staff, pupils, parents and governors.</li> <li>▪ Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress.</li> </ul>
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7. Teaching & Learning	<ul style="list-style-type: none"> <li>▪ Understanding of the National Curriculum</li> <li>▪ Ability to deliver well planned and stimulating lessons across the curriculum and ability range</li> <li>▪ Knowledge and understanding of effective behaviour management strategies and the ability to put these into practice</li> <li>• Knowledge of what constitutes effective teaching and learning including different styles of learning</li> <li>• <u>Evidence of planning, organisation,</u></li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of teaching across Key Stages.</li> <li>▪ Specific expertise and enthusiasm for planning and teaching a creative, cross curricular approach</li> <li>▪ Understanding of strategies and methodologies for quality first teaching</li> </ul>
8. Accountability	<ul style="list-style-type: none"> <li>▪ Accountability for progress within assigned classes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leading sessions to inform parents.</li> </ul>
9. Skills, qualities and abilities	<ul style="list-style-type: none"> <li>▪ Strong commitment to the Mission of a Catholic School.</li> <li>▪ High quality teaching skills.</li> <li>▪ Good communication skills</li> <li>▪ Good interpersonal skills</li> <li>▪ Strong commitment to school improvement and raising achievement for all.</li> <li>▪ Ability to build and maintain relationships especially with year group partner.</li> <li>▪ Ability to remain positive and enthusiastic when working under pressure.</li> <li>▪ Stamina and resilience.</li> <li>▪ Ability to organise work, prioritise tasks, make decisions and manage time effectively.</li> <li>▪ Ability to maintain an orderly, attractive and well managed classroom</li> <li>▪ High expectations of pupils to do their very best and make significant progress</li> <li>▪ Ability to help pupils become independent learners</li> <li>▪ Competency in ICT and ability to use ICT across</li> </ul>	<ul style="list-style-type: none"> <li>▪ Willingness and ability to contribute to whole school development</li> <li>▪ Willingness and ability to contribute to extra-curricular activities</li> </ul>

<b>Equal Opportunities</b>	<ul style="list-style-type: none"><li>• Commitment to Inclusion and diversity</li></ul>	
<b>Other Requirements</b>	<ul style="list-style-type: none"><li>• Adaptability</li><li>• Flexibility</li><li>• Energy, enthusiasm and warmth</li><li>• Hard working</li><li>• A can do attitude</li></ul>	