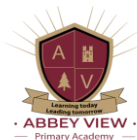


Special Educational Needs and Disabilities Coordinator (SENDCo)



Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Holds qualified teacher status 	<ul style="list-style-type: none"> Qualified SENDCo status or specialist qualifications in SEND Evidence of professional development with particular focus on SEND
Experience	<ul style="list-style-type: none"> At least 3 years teaching experience Teaching of pupils in the primary phase Evidence of working collaboratively with colleagues Experience of leading on a team initiative Experience of training other colleagues Experience of working alongside teachers in development and learning Experience of setting targets and monitoring, evaluating and recording progress 	<ul style="list-style-type: none"> Experience of teaching and working with pupils across different primary phases/ key stages Experience of working with pupils with a range of SEND Experience of budget management
Knowledge and understanding	<ul style="list-style-type: none"> The ability to deliver high quality education within primary phase Strategies for meeting SEND in a mixed ability class situation The SEND Code of Practice and its application Good, current understanding of pedagogical information related to pupil performance Good understanding of factors promoting effective transition of pupils from one phase of education to the next An understanding of the principles of Academy improvement planning Positive behaviour management strategies 	<ul style="list-style-type: none"> The EHCP process and the evidence needed Using tracking and assessment information The funding support mechanism for SEND The roles and responsibilities of multi-professional agencies, such as Educational Psychologists An understanding of the wider primary context and initiatives to raise standards Knowledge of how to support children with language and communication barriers
Skills and abilities	<ul style="list-style-type: none"> Empathise with the needs of SEND pupils in accessing the curriculum Ability to organise and sustain support from a variety of SEND support providers Manage the support of teachers and teaching assistants in support of SEND pupils Ability to present clearly a range of information to relevant stakeholders Ability to make consistent judgements based on evidence available Good oral and written communication skills Ability to enthuse and motivate others 	<ul style="list-style-type: none"> Confident in the use of IT Good influencing and negotiation skills

Personal qualities	<ul style="list-style-type: none"> • Genuinely enjoys being with and working with children • An enthusiastic and optimistic outlook • To hold a growth mindset and believe that all children can achieve • Reflective and open to feedback • Creative in problem solving with a willingness to try new ideas • Reliability and integrity • Is flexible, friendly and approachable • Enjoys a work life balance 	<ul style="list-style-type: none"> • Own life experiences in order to enhance the cultural capital of our children
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