# Person Specification

 **SENDCo**

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. **You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form**. If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Essential | Desirable | MOA |
|  **Qualifications** |
| Qualified Teacher Status | **** |  | A/C |
| Successful Teaching experience | **** |  | A |
| Evidence of involvement in CPD activities and commitment to further professional development. |  |  | A/I |
| National Award in Special Educational Needs Coordination or willingness to undertake the qualification |  |  | A/C |
|  |
|  **Experience** |
| Experience teaching in a primary setting | **** |  | A/I |
| Experience of cross curricular approach | **** |  | A/I |
| Experience of working in partnership with parents. | **** |  | A/I |
|  |
| **Skills and Abilities** |
|  The ability to collaborate effectively and efficiently with school teams and work with other professionals and agencies | **** |  | I |
|  Ability to communicate effectively (both orally and in writing) to a variety of audiences. | **** |  | A/I |
| Conscientious, reliable, flexible. Self-motivated and understands the importance of self-evaluation and professional accountability | **** |  | I |
| Proficiency in the use of ICT and the software programmes used in schools (including interactive whiteboard) | **** |  | A/I |
| The ability to use information and data for purposes of recording, monitoring, evaluation and reporting, using data to accelerate rate of progress  | **** |  | A/I |
| Ability to remain calm and deal with competing demands on time managing stress levels | **** |  | I |
| To lead a team of support staff, tackle underperformance and implement actions | **** |  | A/I |
|  |
| **Knowledge**  |
| Up to date knowledge and understanding of SEND Legislation and the ‘Local Offer’ | **** |  | A |
| How to direct and supervise support staff in class and other staff in the school | **** |  | I |
| How to promote and contribute to the implementation of equalities and inclusion policies in schools | **** |  | A/I |
|  |
|  **Personal Qualities** |
|  Ability to relate well to children and adults. | **** |  | A/I/R |
| Commitment to gaining and maintaining SENDCo qualification | **** |  | A/I |
|  Good Team worker. | **** |  | A/I/R |
| Able to motivate self and others | **** |  | A/I/R |
|  Committed to continual improvement. | **** |  | A/I |
|  To be able to hold staff to account | **** |  | A/I/R |
| Calm under pressure | **** |  | A/I/R |
| Well organised | **** |  | A/I/R |
| Commitment to training and attending training | **** |  | A/I/R |
|  Enthusiastic | **** |  | A/I/R |
| Assertive and confident | **** |  | A/I/R |
|  |
|  **Safeguarding** |
| Commitment to the protection and safeguarding of children and young people | **** |  | A/I |
| Has an up to date knowledge of relevant legislation and guidance in relation to working with young people |  | **** | A/I |

Key: A = Application, I = Interview and assessment, R = Reference, C = Certificate