



St Andrew's Church of England Primary School  
"Love one another, as I have loved you." John 13:34

## **Person Specification - SENDCo**

<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>		
DfE Recognised Qualified Teacher Status (QTS)	✓	
Educated to degree level	✓	
Evidence of ongoing professional development related to SEND, inclusion, and leadership	✓	
National Award for SEN Coordination (NASENCO) or NPQ SENDCO qualification (or willingness to complete)	✓	
<b>Experience</b>		
Proven experience in teaching children with SEND in a primary school setting	✓	
Experience of implementing the graduated approach (assess, plan, do, review)	✓	
Experience of leading SEND provision and coordinating multi-agency support		✓
Experience of contributing to or leading school self-evaluation and improvement planning		✓
<b>Knowledge and Understanding</b>		
Comprehensive knowledge of the SEND Code of Practice (2015), Children and Families Act (2014), and Equality Act (2010)	✓	
Understanding of statutory safeguarding guidance, including vulnerabilities of pupils with SEND (Keeping Children Safe in Education)	✓	
Knowledge of evidence-based interventions and assessment tools for SEND	✓	
Understanding of local authority SEND processes and SEN Local Offer		✓
<b>Leadership and Management</b>		
Ability to lead the development, implementation, and monitoring of SEND provision and policy	✓	
Skilled in working collaboratively with senior leaders, governors, staff, families, and external agencies	✓	



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<b>Leadership and Management (continued)</b>	<b>Essential</b>	<b>Desirable</b>
Capacity to contribute to whole-school accountability frameworks ensuring teachers are responsible for the progress of all pupils	✓	
Experience of managing resources related to SEND provision		✓
Experience of delivering SEND-related professional development, mentoring, and coaching		✓
<b>Communication and Interpersonal Skills</b>		
Excellent communication skills to engage sensitively and effectively with children, families, staff, governors, and external agencies	✓	
Skilled in producing clear, accessible SEND reports and policies	✓	
<b>Organisational Skills</b>		
Strong organisational skills, including maintaining accurate SEND records, SEN registers, and statutory documentation	✓	
Ability to manage multiple priorities and deadlines efficiently	✓	
Ability to coordinate transition planning for pupils moving into or out of the school	✓	
<b>Personal Qualities and Values</b>		
Commitment to upholding the school's Christian ethos and values	✓	
Passionate about inclusive education and raising outcomes for all children, especially those with SEND	✓	
Integrity, confidentiality, and a child-centred approach to all aspects of the role	✓	
Resilience and creativity in problem-solving to overcome barriers to inclusion	✓	
Reflective practitioner committed to continuous professional learning and evidence-informed practice	✓	
<b>Professional Development</b>		
Commitment to ongoing critical engagement with research and evidence to inform SEND practice	✓	
Ability to integrate SEND professional development into wider school CPD strategies	✓	
Experience of evaluating the impact of SEND provision and training to inform future planning		✓



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