

<b>Person Specification - SENDCo</b>
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Qualified Teacher status</li> <li>• Qualified SENDCo or a willingness to complete the National Award for SEN co-ordination within three years of appointment</li> <li>• Honours Degree or equivalent</li> <li>• Commitment to personal growth and professional development</li> </ul>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• In the role of SENDCO / supporting children with SEN or a middle leader of a key curriculum area leading and working as part of a team</li> <li>• Experience of working at a whole school level / project</li> <li>• Successful experience of working with and teaching pupils with SEN, emotional and behavioural needs</li> <li>• Involvement in self-evaluation and improvement planning</li> <li>• Experience of leading training and INSET</li> <li>• Effective working with a variety of stakeholders</li> <li>• Experience of teaching KS3 and 4 pupils</li> <li>• Experience of using assessment to raise standards</li> </ul>
<p><b>Skills and Abilities</b></p> <ul style="list-style-type: none"> <li>• An ability to relate to, and empathise with children with SEND</li> <li>• A sensitivity to the needs of parents/carers</li> <li>• An ability to work hard, produce accurate work and meet deadlines under pressure</li> <li>• An ability to communicate clearly in writing and orally to a variety of audiences</li> <li>• An ability to deal sensitively and effectively with pastoral issues relating to all pupils and staff</li> <li>• Extensive ICT skills that reflect the impact of technology on classroom and whole school needs</li> <li>• The highest inter-personal skills and ability to work collaboratively</li> <li>• An ability to keep effective records</li> <li>• Excellent creative teaching ability</li> </ul>
<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• A thorough knowledge of the SEND Code of Practice and statutory responsibilities</li> <li>• Knowledge of the needs and difficulties experienced by children with SEN and the necessary strategies to raise standards, achievement and provide support for them in a mainstream educational setting</li> <li>• A sound knowledge of SEND and the National Curriculum</li> <li>• Data analysis skills and the ability to use data to inform provision planning</li> </ul>
<p><b>Personal Qualities and Abilities</b></p> <ul style="list-style-type: none"> <li>• A positive and resilient individual with drive, initiative, vision and commitment to improve standards in the school</li> <li>• An enthusiastic, confident and able communicator</li> <li>• The highest inter-personal skills and ability to work collaboratively</li> <li>• An effective organiser who is a task “finisher”</li> <li>• The ability to lead, motivate and inspire all stakeholders</li> <li>• A commitment to inclusion and raising standards for all</li> <li>• A commitment to their own personal and professional growth</li> </ul>