

Barlows Primary School
SENDCO, Wellbeing & Inclusion Lead



(Responsibility for SEND, Wellbeing and Inclusion across EYFS, KS1 and KS2 including the Nurture Intervention) Person Specification

Elements required to undertake the job are provided under specific headings. Each element is essential or desirable, indicated by an E or D in the E/D column. The final column indicates how the element may be assessed:

A= Application O=Observation T=Task I= Interview R= Reference

When completing your letter and application form, please ensure you demonstrate through evidence, how you meet the criteria.

A	Professional Training and Qualifications		A	O	T	I	R
A1	Qualified Teacher Status (QTS).	E	A				
A2	Degree or equivalent in a relevant subject.	E	A				
A3	Current safeguarding training.	E	A			I	
A4	Regular, recent, and relevant continuing professional development.	E	A			I	R
A5	Relevant leadership qualification e.g. NPQML, NPQSL.	D	A				R
A6	National Award in Special Educational Needs	D	A				
A7	Commitment to achieving National Award in Special Educational Needs (if not yet achieved, must have a commitment to achieve within 1st year of appointment)	E	A				R
A8	Is an Apple Teacher.	D	A	O	T	I	R
A9	Team Teach training	D	A				
A10	SEND specific training	D	A			I	R
A11	Wellbeing / Mental Health Specific Training	D	A			I	R

B	Professional Experience						
B1	Proven track record as a good or better teacher.	E	A	O	T	I	R
B2	At least 3 years successful teaching in a primary school.	E	A				R
B3	Successful experience of working with pupils with SEND, pupils with emotional and behavioural needs and more able pupils.	E	A	O	T	I	R
B4	Experience of working with and building positive professional relationships with people at all levels within a school including parents, staff and pupils.	E	A	O	T	I	R
B5	Experience of working with and building positive professional relationships with people at all levels including external agencies, the Local Authority etc.	D	A			I	R
B6	Experience of leadership and/or management (can include subject leadership)	E	A		T	I	R
B7	Experience of analysing data and using it to inform future practice.	D	A		T	I	R
B8	Experience of managing a budget, making effective use of funding & resources.	D	A			I	R
B9	Experience of delivering CPD / workshops /supporting others.	D	A		T	I	R
B10	Involvement in school self-evaluation, action planning, development planning.	D	A		T	I	R
B11	Experience of leading whole-school initiatives.	D	A			I	R
B12	Experience working effectively with colleagues to improve classroom practice.	D	A		T	I	R
B13	Experience utilising and analysing effective assessment systems and recording and maintaining pupil records.	D	A		T	I	R
B14	Experience of completing SEND information request forms, EHCP applications and Top Up Funding applications	D	A			I	R
B15	Experience in making reasonable adjustments and access arrangements for pupils with SEND.	D	A		T	I	R
B16	Experience of employing Wellbeing / Mental Health strategies and approaches	D	A			I	R

C	Professional Knowledge, Skills and Understanding						
	Professional Knowledge and Understanding						
C1	Strong knowledge of both the EYFS curriculum and National Curriculum	E	A	O	T	I	R
C2	Secure knowledge of the SEND Code of Practice and its application.	E	A	O	T	I	R
C3	Sound knowledge of the graduated approach to providing SEND support.	E	A	O	T	I	R
C4	Experience of behaviour management techniques for groups & individuals with SEND.	E	A	O	T	I	R
C5	A good understanding of the principles of school improvement.	D	A		T	I	R
C6	Up-to-date knowledge about developments in Education in relation to SEND, Wellbeing (including Mental Health) and Inclusion	E	A		T	I	
C7	An understanding of what good practice looks like (SEND, Wellbeing & Inclusion)	E	A	O	T	I	
C8	Has experience of monitoring and developing teaching and learning.	D	A				R
C9	Has a secure understanding of SEND funding on offer.	E	A		T	I	R
C10	Secure knowledge of wellbeing / mental health	D	A		T	I	R

	Skills						
C11	Be an excellent communicator and has strong interpersonal skills (written, verbal and aural) to engage with the whole school community and beyond.	E	A	O	T	I	R
C12	An ability to work towards deadlines with high levels of accuracy.	E			T		R
C13	Excellent time management and organisational skills.	E	A	O	T	I	R
C14	Maintains high standards of behaviour, attainment and expectations of all pupils and staff, motivating and empowering them, with a proven track record.	E	A	O	T	I	R
C15	Experience of managing a budget.	D	A				R
C16	An ability to manage and prioritise a demanding workload, and that of others.	E	A		T	I	R
C17	Proven track record of high-quality teaching of all pupils and specifically pupils with SEND and the ability to model this for others, supporting others to improve.	E	A		T	I	R
C18	Is a proficient user of technology.	E	A	O	T	I	R
C19	Is a proficient user of Apple technology (iPad and or Mac).	D	A	O	T	I	R
C20	Developing Self and Working with Others						
C21	Understands and is able to empower pupils and staff to excel.	E	A	O	T	I	R
C22	Dedicated and child centred approach.	E	A	O	T	I	R
C23	Committed to the development of an open & fair culture based on British values.	E	A	O	T	I	R
C24	Ability to communicate a vision and inspire others.	E	A		T	I	R
C25	Ability to build effective working relationships with all stakeholders, valuing views.	E	A	O	T	I	R
C26	Quick to adapt and take on new initiatives	E	A		T	I	R
C27	Has a clear understanding of the school's vision, values and Credo.	E	A			I	
C28	Works well as part of a team and independently.	E	A	O	T	I	R
C29	Works with pupils and their families in a sensitive and positive way.	E	A	O		I	R
	Safeguarding						
C30	Current safeguarding training.	E	A				R
C31	Demonstrates a strong commitment to safeguarding, promoting the welfare of all children.	E	A	O	T	I	R
	Strengthening the Community						
C32	Has experience of and a strong commitment to collaboration and networking with other schools to improve outcomes.	E	A		T	I	R
C33	Is able to listen to, reflect and act on community feedback.	E	A			I	R
C34	Willingness to contribute to the wider life of the school.	E	A		T	I	R

D	Professional attributes						
D1	Manages, inspires, influences and empowers others, within and beyond the school, to believe in the fundamental importance and value of education.	E	A	O	T	I	R
D2	Demonstrates high levels of IT competency.	E	A	O	T	I	R
D3	Demonstrates a commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school.	E	A	O	T	I	R
D4	Ability to work well and calmly under pressure, prioritising effectively and adapting to change quickly	E	A	O	T	I	R
D5	Uses appropriate coaching and mentoring skills with adults and pupils.	E	A	O	T	I	R
D6	Is flexible, reliable, enthusiastic, patient, approachable and accessible.	E	A	O	T	I	R
D7	Is inspiring and influential.	E	A	O	T	I	R
D8	Is able to take control, lead and manage situations	E	A	O	T	I	R
D9	Is consistent in modelling good practice and behaviour	E	A	O	T	I	R
D10	Shows tolerance and respect for the rights of others, recognising differences and cultural diversity, while upholding the fundamental British values.	E	A	O	T	I	R
D11	Ensure that their personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead to pupils breaking the law.	E	A	O	T	I	R
D12	Has an exemplary conduct and attendance record.	E	A	O	T	I	R
D13	Has a desire and commitment to contribute to the school and wider community.	E	A	O	T	I	R
D14	Has high levels of drive, energy and integrity.	E	A	O	T	I	R
D15	Has demonstrable leadership qualities, e.g. assertiveness, confidence, resilience.	E	A	O	T	I	R
D16	An ability to model good practice and engage in self-reflection.	E	A	O	T	I	R
	Is committed to improve current skills and develop further.	E	A	O		I	R
	A commitment to contributing to the wider school community.	E	A	O		I	R