

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and training	<ul style="list-style-type: none"> ➤ Qualified teacher status. ➤ National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment. ➤ Evidence of CPD relevant to the SENCO role. ➤ Evidence of leadership of a curriculum area demonstrating whole school impact. 	<ul style="list-style-type: none"> ➤ Qualification experience based on the role of the SENCO. ➤ Training in different teaching and learning strategies.
Experience	<ul style="list-style-type: none"> ➤ Experience in working with and supporting pupils with SEND. ➤ Teaching experience. ➤ Thorough knowledge of the OFSTED framework. ➤ Experience in managing a team. ➤ Experience of introducing new initiatives and /or of managing change. ➤ Experience of working with external providers to enhance curriculum delivery and pastoral care for pupils. ➤ Experience of working at a whole-school level. ➤ Experience of observing and evaluating the quality of interventions and provision. ➤ Involvement in self-evaluation and development planning. ➤ Experience of conducting training/leading INSET. ➤ Ability to demonstrate clear strategic thinking on how to support children with identified needs to make progress. ➤ Knowledge and experience of monitoring, evaluation and review processes. ➤ Understanding of how to track and monitor the impact of support through the use of data and provision mapping. 	<ul style="list-style-type: none"> ➤ Experience of allocating and managing a budget. ➤ Experience of leading on pupil premium support. ➤ Experience of coaching and mentoring other colleagues. ➤ Experience of organising/delivering teacher training.

Skills and knowledge	<ul style="list-style-type: none"> ➤ Vision to develop SENCO role within a high achieving school. ➤ Ability to communicate effectively with children and young people with SEND (using Makaton) and have an understanding of the use of visuals. ➤ Ability to communicate effectively, both orally and in writing with a range of audiences. ➤ Ability to motivate, lead and support staff and pupils. ➤ Sound knowledge of the SEND Code of Practice. ➤ Ability to plan and lead on whole school initiatives. ➤ Understanding of what makes 'quality first' teaching, and of effective intervention strategies. ➤ Ability to monitor child and staff performance, evaluate progress and change. ➤ Data analysis skills and the ability to use data to inform provision planning. ➤ Effective communication and interpersonal skills. ➤ Ability to build effective working relationships. ➤ Ability to influence and negotiate. ➤ Ability to work with parents, external agencies and the wider community. ➤ Good record-keeping and time management skills. ➤ Commitment to equal opportunities and equal value for children and colleagues. 	
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Personal qualities	<ul style="list-style-type: none"> ➤ Dynamic nature with innovative ideas and a passion for teaching and learning. ➤ Ability to use IT effectively for information sharing. ➤ High levels of personal and professional integrity. ➤ Energy and drive. ➤ Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school. ➤ Commitment to equal opportunities and securing good outcomes for pupils with SEND. ➤ Ability to work under pressure and prioritise effectively. ➤ Ability to motivate self and others. ➤ Commitment to maintaining confidentiality at all times. ➤ Commitment to raising aspirations of the whole school community. ➤ Commitment to promote the positive, unconditional regard ethos of the school. ➤ Commitment to safeguarding and equality. 	
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