

# Hermitage Primary School

## SENCo Person Specification

| Category                                    | Criteria                                                                                                                             | Essential | Desirable |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| Qualifications and Professional Development | Qualified Teacher Status (QTS)                                                                                                       | ✓         |           |
|                                             | Meets the statutory requirements for appointment as a SENCo                                                                          | ✓         |           |
|                                             | Holds an accepted mandatory SENCo qualification or is able and willing to complete the NPQ for SENCOs within the statutory timescale | ✓         |           |
|                                             | Evidence of relevant and ongoing professional development                                                                            | ✓         |           |
|                                             | Additional relevant SEND/inclusion qualifications or training                                                                        |           | ✓         |
|                                             | Training/experience relevant to the Designated Teacher role for LAC/PLAC                                                             |           | ✓         |
| Experience                                  | Successful teaching experience with evidence of high-quality classroom practice                                                      | ✓         |           |
|                                             | Experience of supporting pupils with SEND and additional needs                                                                       | ✓         |           |
|                                             | Experience of successfully supporting autistic pupils                                                                                | ✓         |           |
|                                             | Experience of tracking, monitoring and evaluating the progress and outcomes of pupils with SEND                                      | ✓         |           |
|                                             | Experience of completing and maintaining accurate SEND documentation, applications and records                                       | ✓         |           |
|                                             | Experience of working effectively with parents/carers to improve outcomes for children                                               | ✓         |           |
|                                             | Experience of working with external agencies and professionals, including Local Authority and health professionals                   | ✓         |           |
|                                             | Experience of providing advice, support, coaching or training to colleagues                                                          | ✓         |           |
|                                             | Successful leadership or management experience within a school                                                                       | ✓         |           |
|                                             | Experience of leading or managing a team                                                                                             |           | ✓         |
|                                             | Experience of working within a Specialist Inclusion Base or specialist SEND provision                                                |           | ✓         |
|                                             | Experience of contributing to a Senior Leadership Team                                                                               |           | ✓         |
|                                             | Experience of supporting admissions and transitions for pupils with SEND                                                             |           | ✓         |
|                                             | Experience as a Designated Teacher for looked-after and previously looked-after children                                             |           | ✓         |
| Knowledge and Understanding                 | Strong knowledge and understanding of SEND and inclusive education                                                                   | ✓         |           |
|                                             | Secure understanding of the SEND Code of Practice and statutory responsibilities relating to SEND                                    | ✓         |           |
|                                             | Strong understanding of how autistic pupils learn and the provision and reasonable adjustments that may support them                 | ✓         |           |
|                                             | Strong knowledge of the National Curriculum                                                                                          | ✓         |           |
|                                             | Strong understanding of adaptive teaching and high-quality, evidence-informed pedagogy                                               | ✓         |           |
|                                             | Understanding of assessment, identification, planning, provision and review for pupils with SEND                                     | ✓         |           |
|                                             | Understanding of how to monitor and evaluate the effectiveness and impact of SEND provision                                          | ✓         |           |
|                                             | Knowledge of safeguarding and safer working practice and a clear understanding that safeguarding is everyone's responsibility        | ✓         |           |
|                                             | Understanding of the needs of looked-after and previously looked-after children                                                      |           | ✓         |
| Leadership and Professional Skills          | Ability to provide strategic leadership for SEND and inclusion across the school                                                     | ✓         |           |
|                                             | Ability to communicate a clear vision and maintain high expectations for pupils with SEND                                            | ✓         |           |
|                                             | Ability to lead, motivate and support colleagues effectively                                                                         | ✓         |           |
|                                             | Ability to provide expert guidance and professional development to colleagues                                                        | ✓         |           |
|                                             | Excellent organisational and time-management skills                                                                                  | ✓         |           |
|                                             | High level of accuracy and attention to detail, particularly in statutory documentation and record keeping                           | ✓         |           |
|                                             | Ability to analyse information and pupil data and use it to evaluate and improve provision                                           | ✓         |           |
|                                             | Ability to work effectively as part of the Senior Leadership Team                                                                    | ✓         |           |
|                                             | Ability to develop effective partnerships with pupils, parents/carers, staff, governors and external professionals                   | ✓         |           |
|                                             | Ability to manage competing priorities and statutory deadlines effectively                                                           | ✓         |           |
| Personal Qualities and Professional Values  | A strong commitment to inclusion and equality of opportunity                                                                         | ✓         |           |
|                                             | Ambitious for pupils with SEND and committed to improving their achievement, participation, wellbeing and enrichment                 | ✓         |           |
|                                             | A child-centred approach and commitment to ensuring every pupil can participate, achieve and thrive                                  | ✓         |           |

|                               |                                                                                          |   |  |
|-------------------------------|------------------------------------------------------------------------------------------|---|--|
|                               | Excellent interpersonal and communication skills                                         | ✓ |  |
|                               | Able to build positive, respectful and trusting relationships with children and families | ✓ |  |
|                               | Collaborative, approachable and able to work effectively as part of a team               | ✓ |  |
|                               | Reflective, resilient and committed to continuous improvement                            | ✓ |  |
|                               | Demonstrates integrity, professionalism, discretion and appropriate confidentiality      | ✓ |  |
| Safeguarding and Suitability* | Commitment to safeguarding and promoting the welfare of children and young people        | ✓ |  |
|                               | Understanding of the safeguarding responsibilities associated with the role              | ✓ |  |

\*The successful candidate will be required to satisfy the school's safer recruitment and pre-employment checks as set out in the advert.