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| Moorside Community Primary School SENCO Person Specification  Moorside Community Primary School logo |

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| Job Title | Grade | School | Location |
| SENCO | M3 – U3 plus SENCO Allowance | Moorside Community Primary School | Swinton, Salford, Greater Manchester |

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| **Note to applicants**  Whilst all criterions below are important, those under the ESSENTIAL heading are the key requirements. You should pay particular attention to these areas and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview. |

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| Essential Criteria |  | Qualifications and Training |  | M.O.A. |
| 1. | Qualified Teacher Status (QTS) | A /C |
| 2. | Degree 2:1 and above | A / C |
| 3. | National Award for SEN Co-ordination, or a willingness to complete it within 1 year of appointment | A/ C / I |
| Desirable Criteria | Qualifications and Training | M.O.A. |
| 4. |  | Evidence of further professional development relevant to the role |  | A / I |
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| Essential Criteria |  | Experience |  | M.O.A. |
| 5. | |  | | --- | | Recent, significant, and successful experience as a teacher in the primary age range | | A / I / T |
| 6. | Experience of conducting training/leading INSET | A / I |
| Desirable Criteria | Experience | M.O.A. |
| 7. | Experience of working at a whole-school level | A / I |
| 8. | Involvement in self-evaluation and development planning | A / I |
| 9. | Experience of a DSL role | A / I |
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| Essential Criteria | Skills and Knowledge | M.O.A. |
| 10. |  | Sound knowledge of the SEND Code of Practice |  | A / I / T |
| 11. |  | Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies |  | A / I |
| 12. |  | Able to demonstrate outstanding classroom practice |  | A / I / T |
| 13. |  | Ability to plan and evaluate interventions |  | A / I / T |
| 14. |  | Data analysis skills and the ability to use data to inform provision planning |  | A / I / T |
| 15. |  | Effective communication and interpersonal skills |  | A / I |
| 16. |  | Ability to build effective working relationships |  | A / I |
| 17. |  | Ability to influence and negotiate |  | A / I |
| 18. |  | Good record-keeping skills |  | A / I / T |
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| Essential Criteria |  | Personal Qualities |  | M.O.A. |
| 19. |  | Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school |  | A / I |
| 20. |  | Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability |  | A / I |
| 21. |  | Ability to work under pressure and prioritise effectively |  | A / I |
| 22. |  | Ability to demonstrate strong emotional intelligence |  | A / I |
| 23. |  | Integrity, honesty and fairness |  | A / I |
| 24. |  | Commitment to maintaining confidentiality at all times |  | A / I |
| 25. |  | Commitment to safeguarding and equality |  | A / I |

Method of Assessment – A = Application. C = Certificate. I = Interview. P = Presentation. T = Test.