



Job Title	SENCo Person Specification
Salary Scale	Main Pay Range/Upper Pay Range
Reports To	Deputy Headteacher

QUALIFICATIONS

Essential:

- Qualified teacher status
- Evidence of continued professional development in relevant areas
- Evidence of sustained participation in INSET

Desirable:

- Significant practical experience in the field of Special Educational Needs and Look After pupils
- Prepared to attend local and national training to further the development of the school
- National Award for Special Educational Needs Coordination – required to achieve in post if not already achieved or willingness to achieve in post

EXPERIENCE

Essential:

- A minimum of three years teaching experience within the primary phase.
- Working with pupils with additional and complex needs
- Recent relevant experience of working with pupils with SEN
- Working as part of a team
- Planning a differentiated curriculum
- Ability to set targets for pupils – monitoring, evaluating and recording progress
- Ability to manage set budgets

Desirable:

- Conducting annual reviews and liaison with outside agencies
- Working with a senior leadership team
- Working successfully in partnership with external agencies
- Successfully implementing change or innovation
- Successful experience of managing, monitoring, motivating and developing the performance of staff

KNOWLEDGE AND SKILLS

Essential:

- Up-to-date significant knowledge of EYFS and Key Stage One teaching
- Ability to identify pupil needs and act upon them in order to raise standards
- Ability to design solutions to complex problems
- Effectively manage pupils behaviour in a positive manner with consistent, clear boundaries following the school's behaviour management policy
- Sound knowledge of teaching and learning strategies
- Ability to manipulate and interpret data

- Manage and monitor the work of others where required
- Implement the SEN code of Practice in order to administer SEN provision across the school
- Communicate both verbally and in writing, to a range of audiences
- Make professional use of ICT including assessment and recording systems

Desirable:

- Participating in school improvement planning
- Understanding of how to track pupil achievement through data analysis
- Understanding the funding support mechanisms for children with additional needs
- Understanding the roles and responsibilities of other professionals (such as Educational Psychologist)
- Influencing and negotiation skills

PERSONAL QUALITIES AND ATTRIBUTES

Essential:

- Sensitivity to the aspirations, needs and self-esteem of others
- Willingness to address challenging issues with clarity of purpose and diplomacy
- Well organised and ability to manage own time and workload
- Vision to further develop the SEND strategy within a high achieving school
- Ability to motivate, lead and support staff and pupils
- Reliability under pressure
- Ability to demonstrate enthusiasm and sensitivity while working with others
- Ability to analyse problems, reach considered judgements, resolve issues and delegate effectively
- Excellent interpersonal skills and the ability to form strong relationships of trust and respect with pupils, staff, parents, governors, and the wider community
- A clear vision and understanding of the needs of primary aged pupils
- Ability to demonstrate the highest levels of personal and professional integrity
- Commitment to the respect agenda with regard to race, gender, sexuality and equality

Employees are expected to comply with any reasonable request from a member of the Senior Leadership Team to undertake work of a similar level that is not specified within their job description.