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| **Person Specification – Special Education Needs and Disabilities Co-ordinator (SENDCo)** |
| **Qualifications** | Essential | Desirable |
| Primary Qualified Teacher Status (QTS) | X |  |
| Obtained either The National Award in SEN co-ordination (NASENCO) or the NPQSENCO | X |  |
| Designated Safeguarding Lead (DSL) Qualification |  | X |
| Evidence of continuous professional development | X |  |
| **Experience and Knowledge** |  |  |
| Experience of working strategically at a whole school level, including delivering continuous professional development  | X |  |
| Effective line management of a team of professionals working across the school, in collaboration with the senior leadership and pastoral teams | X |  |
| Thorough working knowledge of the SEND Code of Practice and other relevant legislation and guidance at a national level | X |  |
| Thorough working knowledge of the guidance and local offer within Norfolk |  | X |
| Write, review and lead on the implementation of our school SEND policy and annual Information Report | X |  |
| Oversee applications for, and management of SEND funding  | X |  |
| Experience of implementing and overseeing the delivery of a range strategies and interventions in order to maximise educational outcomes for children with SEND | X |  |
| Experience of liaising successfully with external agencies and professionals, for example Educational Psychologists  | X |  |
| Experience of building and maintaining effective relationships with all stakeholders, including colleagues, families, health professionals and The Local Authority  | X |  |
| Experience implementing effective assessment tools in order to move the learning forward and show pupil progress | X |  |
| Knowledge of the assess, plan, do, review process of target setting and its impact on pupil outcomes  | X |  |
| Ability to confidently use technology to support the delivery of the curriculum for children with SEND, for example Clicker 8 software  | X |  |
| Experience of coordinating the provision for pupils with Education, Health and Care Plans (EHCPs), including leading EHCP Annual Reviews | X |  |
| Knowledge of SEND specific approaches, for example Attention Autism |  | X |
| **Qualities** |  |  |
| The desire to want to be a highly effective SENDCo | X |  |
| A commitment to being a full part of our trail-blazing school community | X |  |
| Ability to negotiate with and influence key stakeholders | X |  |
| Ability to work effectively under pressure and prioritise tasks  | X |  |
| Ability to engage, motivate, challenge and inspire students | X |  |
| Resilience, commitment and a continuous positive attitude  | X |  |
| High standards of professionalism, both in verbal and written communication | X |  |
| Ability to consistently demonstrate a calm, relational, child-centered approach when supporting a dysregulated pupil  | X |  |