



APPLEBY PRIMARY SCHOOL – Teaching SENDCO Person Specification

The successful candidate will:

	ESSENTIAL	DESIRABLE
QUALIFICATIONS Evidenced in: <ul style="list-style-type: none"> • application 	<ul style="list-style-type: none"> • have Qualified Teacher Status 	<ul style="list-style-type: none"> • National Award for Special Educational Needs Co-ordination
EXPERIENCE Evidenced in: <ul style="list-style-type: none"> • letter of application • interview 	<ul style="list-style-type: none"> • Have at least four years' experience as a teacher in the primary sector. • Demonstrate evidence of continuing professional development • Have experience of supporting pupils with Special Educational Needs to make good progress from their starting points • Have experience of setting targets and monitoring, evaluating and recording progress 	<ul style="list-style-type: none"> • Have experience of teaching in more than one year group • Have experience of Reporting to governors • Have previous experience in the role of SENDCO
PROFESSIONAL KNOWLEDGE, UNDERSTANDING AND SKILLS Evidenced in: <ul style="list-style-type: none"> • letter of application • interview 	<ul style="list-style-type: none"> • have a good, up-to-date working knowledge and understanding of a range of teaching, learning and classroom management strategies • knowledge of effective assessment • understand what makes effective teaching and learning in a primary school • have a good working knowledge of the SEN Code of Practice and its practical application • Have a good understanding of assessment processes to support learners with SEND including in support of application for Education Health and Care Assessment • Have a good understanding of curriculum and pedagogical issues related to extending pupil performance • Have a good understanding of factors promoting effective transfer of learners from one phase of education to the next • Have good understanding of the principles behind school improvement including school improvement planning and monitoring • Have a practical working knowledge of effective interventions 	Have effective knowledge and understanding of: <ul style="list-style-type: none"> • The funding support mechanism for SEN • The roles and responsibilities of educational psychologists and of learning and behaviour support services - Pastoral support plans • Good understanding of the principles behind project management including planning, monitoring, review and evaluation progress • Knowledge and understanding to support EAL children • Role of Early Help Assessments / Team Around the Family
SPECIFIC KNOWLEDGE, UNDERSTANDING AND SKILLS Evidenced in: <ul style="list-style-type: none"> • application • interview 	<ul style="list-style-type: none"> • Demonstrates the skills of a highly effective classroom teacher and be able to support colleagues through the sharing of best practice. • Be able to make consistent judgements based on careful analysis of available evidence • Good communication skills, both written and oral • Good presentation skills with the ability to enthuse and motivate others • Good organisation skills 	<ul style="list-style-type: none"> • A good understanding of inclusion issues, eg SEND, EAL, CLA • Be able to analyse and draw conclusions from the analysis of data • Be able to advise colleagues on specific SEND issues

CURRICULUM Evidenced in: <ul style="list-style-type: none"> • letter of application • Interview 	<ul style="list-style-type: none"> • know and understand the relevant statutory and non-statutory curricula and frameworks including those provided through the National Curriculum. • Know how teaching can be effectively adapted or scaffolded to meet the needs of all learners • seek innovative approaches to learning and teaching 	<ul style="list-style-type: none"> • Have an understanding of specific and targeted curricula to meet a range of needs – e.g. Sensory curriculum
PROFESSIONAL VALUES Evidenced in: <ul style="list-style-type: none"> • letter of application • interview 	<ul style="list-style-type: none"> • set high expectations of everyone • show a commitment to teaching and learning through providing first-hand, practical learning experiences • demonstrate commitment to the personal welfare and safeguarding of children • be committed to continuous professional development • Have sensitivity to the aspirations, needs and self-esteem of others • Be committed to team working 	
PERSONAL QUALITIES Evidenced in: <ul style="list-style-type: none"> • letter of application • interview 	<ul style="list-style-type: none"> • be able to work cooperatively within a team • display warmth, care and sensitivity in dealing with children and parents/ carers • be self-evaluative and adaptable to changing circumstances and new ideas • Willingness to address challenging issues with clarity of purpose and diplomacy • be an enthusiastic and reflective practitioner • be able to prioritise and manage time well • show excellent interpersonal/communication skills and have a good sense of humour. 	<ul style="list-style-type: none"> • bring personal interests and enthusiasm to the school community • show a willingness to go that extra mile.