



An All-through Co-operative School

*“Making School Memorable by Striving for Excellence”*

## PERSON SPECIFICATION

### POST TITLE: SENCO (TLR 1c)

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Good Degree</li> <li>• Clear evidence of continuing professional development</li> <li>• SENCO Qualification or willingness to enroll on and complete the NASENCO Qualification</li> </ul>	<ul style="list-style-type: none"> <li>• MA (or enrolment in programme) or other related CPD</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Substantial and successful experience of teaching and supporting students with a wide range of special needs across the full ability and age range and at examination level (KS4)</li> <li>• Extensive experience of leading, coordinating and monitoring across a Special Needs Department or of a significant area within a SEN Department (eg KS3/KS4/Additionally Resourced Provision)</li> <li>• Clear evidence of line managing a team of staff</li> <li>• Wide knowledge of curriculum at KS3 and KS4</li> <li>• Experience of preparing students for or supporting them following transitions between schools and within school</li> <li>• Clear evidence of raising student achievement within a successful department</li> <li>• Clear evidence of supporting and facilitating inclusive education within a comprehensive school</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in more than one school</li> <li>• Implementing innovative practice that has led to raising standards / improvements in the departments teaching and learning / assessment for learning/outcomes for SEN K students</li> </ul>

<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• Thorough understanding of Special educational needs and disability code of Practice</li> <li>• Strategies for social inclusion, personalised learning and differentiation across a mixed ability range</li> <li>• Current national developments in education, teaching and learning</li> </ul>	
<b>Skills/Qualities</b>	<ul style="list-style-type: none"> <li>• Excellent organisational skills with the ability to meet deadlines</li> <li>• Ability to gather, analyse and interpret data for effective target setting</li> <li>• Dynamic and innovative approach to teaching and learning developments within a department</li> <li>• Excellent ability to model effective teaching methods in order to raise achievement</li> <li>• Excellent ability to assess and promote students' progress in a variety of ways</li> <li>• Excellent interpersonal and communication skills</li> <li>• Confident use of ICT</li> <li>• Excellent ability to plan strategically in the area of SEND in order to raise achievement</li> <li>• Ability to lead and influence others</li> <li>• Ability to build positive working relationships with colleagues and provide support through coaching/line management</li> <li>• Excellent ability to write clear concise reports for a variety of audiences including the Local Authority</li> <li>• Ability to carry out lesson observations, provide feedback and set suitable targets</li> <li>• Ability to lead, manage and implement changes to the curriculum and in staffing strategy</li> <li>• Ability to motivate and effectively manage students</li> </ul>	

<b>Equal Opportunities</b>	<ul style="list-style-type: none"> <li>• Awareness and commitment to equal opportunities issues and how these can be addressed in a classroom environment</li> <li>• Experience of working in a multi-cultural environment</li> <li>• Committed to the promotion of equal opportunities, fundamental British values** and Co-operative values***</li> </ul>	
<b>Child Protection</b>	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of children and people</li> </ul>	
<b>Disposition</b>	<ul style="list-style-type: none"> <li>• Commitment to the comprehensive ideal, social inclusion and to raising standards for all students</li> <li>• To be interested in young people, how they learn and in developing ways of removing barriers to learning</li> <li>• Interest in developing interventions to counteract disadvantage, prevent underachievement and improve the inclusion and attainment of Students with Special Needs</li> <li>• To believe in the importance of team work and a collaborative approach</li> <li>• Commitment to and understanding of collective responsibility and distributed leadership</li> <li>• Willingness to attend outside meetings and to work outside the timetabled day</li> <li>• Flexible approach and a sense of proportion</li> <li>• Ability to work hard, managing competing deadlines, prioritising appropriately and maintaining good humour</li> <li>• To maintain a warm and approachable manner towards staff and students</li> </ul>	

\*\*Fundamental British values - democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

\*\*\*Co-operative Values - self-help, self-responsibility, democracy, equality, equity and solidarity in addition to the ethical values of honesty, openness, social responsibility and caring for others.