



Richard Challoner School

Headmaster: Mr S. Maher BA (Hons.) PGCE

020 8330 5947

www.richardchalloner.com

PERSON SPECIFICATION – SPECIAL EDUCATIONAL NEEDS COORDINATOR

QUALIFICATIONS	
Essential	Desirable
<ul style="list-style-type: none">• Qualified Teacher Status• 2:1 Degree or Equivalent	<ul style="list-style-type: none">• National SENCO Award already achieved (or willingness to undertake within 1st year in post.)• Previous experience as SENCO or Assistant SENCO• Post-Graduate qualification with Special Education focus.• Evidence of further additional educational qualifications.
EXPERIENCE	
Essential	Desirable
<ul style="list-style-type: none">• Experience of teaching across KS3-5 for at least 5 years• Experience of leading a team of teaching/support staff• Experience of delivering or supporting whole-school INSET• Experience of setting targets, monitoring, evaluating and recording progress• Evidence of Continuing Professional Development relating to SEND• Involvement with trainee teachers or newly-inducted staff• Experience of planning, developing and reviewing appropriate intervention groups/projects.• Experience of identifying, providing, monitoring and evaluating teaching strategies for pupils with known barriers to learning.	<ul style="list-style-type: none">• Experience of working with colleagues from other sectors (i.e. KS1/2 or Post-16 Colleges)• Experience of working with and developing links with other schools and the local community• Delivery or facilitation of parent groups and/or workshops• Experience of working with ASD/ASC.• Experience of working with resourced provisions / SRPs / nurture provisions
KNOWLEDGE AND UNDERSTANDING	
Essential	Desirable
<ul style="list-style-type: none">• Substantial knowledge and understanding of a range of SEND• A thorough understanding of ASCs and knowledge of a range of strategies to share with classroom teachers• Knowledge of the SEN CoP (2014) and its practical application• Knowledge/experience of working with outside professionals/agencies relating to SEND (e.g	<ul style="list-style-type: none">• Experience of using and/or developing SEND legal documentation (including policies)• Knowledge and understanding of how to support pupils with EAL• Knowledge of using provision mapping and/or programmes for setting targets through Individual Education Programmes (IEPs).• Confident in using a range of SEND assessments and data

“Doing ordinary things extraordinarily well” – The Venerable Richard Challoner

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<p>Educational Psychologist, Therapists / Physiotherapists)</p> <ul style="list-style-type: none"> • Experience of using/developing EHC Plans / Statements • Good understanding of curriculum and pedagogical issues related to extending pupil performance • Good understanding of factors promoting effective transfer of learners from one phase of education to the next 	
SKILLS (INCLUDING LEADERSHIP)	
Essential	Desirable
<ul style="list-style-type: none"> • Excellent oral, written and interpersonal communication skills • Effective management of pupil behaviour • Experience of chairing annual review meetings and parent reviews • Ability to motivate and enthuse pupils and adults • Excellent organisational skills with the ability to complete administrative tasks effectively and with attention to detail • Experience of line-managing and reviewing staff performance • Able to work independently and to meet deadlines • Enthusiasm and stamina to contribute to the strong leadership to the Learning Support Team • A good understanding of a range of ICT packages and systems 	<ul style="list-style-type: none"> • Ability to contribute to school SEF • Experience of dealing with Child Protection / Safeguarding issues or training in these areas • Involvement with department timetabling / deployment of staff • Confident in using a range of ICT programmes (especially MS Word and MS Excel) • Experience of using iPad technology to support learning activities
QUALITIES AND PERSONALITY	
Essential	Desirable
<ul style="list-style-type: none"> • A genuine belief in the potential of every pupil • A passionate commitment to the achievement of pupils with SEN • Initiative to develop, implement and embed opportunities to maximise the achievement of pupils with SEN • An ability to work effectively as part of a wider team and to be able to lead and co-ordinate the work of others • Able to inspire and motivate others, showing enthusiasm, energy and optimism • Excellent attendance and punctuality • Commitment to the promotion of inclusion and equality of opportunity • Enthusiastic and willing to contribute substantially to the life of the school community and to be involved in extra-curricular learning, including supporting events arranged out of school hours. 	<ul style="list-style-type: none"> • A practicing Catholic or Christian or at the very least, a commitment to supporting the school's Christian ethos