

**Person Specification: SENDCo**

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|  | ***Essential*** | ***Desirable*** |
| Qualifications  | * Qualified Teacher status
 | * National Award for SEN
* Evidence of continuous CPD with particular reference to Special Educational Needs (SEN)
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| Experience  | * Teaching at KS1 and KS2
* Qualified teacher with at least three years experience in the primary sector
* Evidence of continuing professional development
* Evidence of work with colleagues in primary schools
* Experience of leading a team
* of teachers on the curriculum initiative
* Experience of training or supporting other teachers
* Experience of working alongside other teachers in the development and learning
* Experience of monitoring, evaluating and recording progress
* Successful experience of monitoring, evaluating and improving the quality of teaching and learning
* Experience of raising attainment for all pupils in challenging classroom environments .
 | * Leading SEN provision and line managing staff to deliver SEN interventions
* In addition, the SENCO might have experience of teaching the whole primary age range dealing with a range of SEN
* Experience of budget management
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| Knowledge and Understanding | * Strategies for meeting SEN in a mixed ability class situation
* The SEN Code of Conduct and its practical application
* A good understanding of the new SEN developments/research
* The EHCP application process and the evidence needed
* Behaviour management techniques for groups and individuals
* Familiarity with the concepts of Gifted and Talented
* Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills
* Good understanding of factors promoting effective transfer of learners from one phase of education to the next
* Good understanding of the principles behind school improvement including school improvement planning, monitoring, review and evaluation of progress
* The roles and responsibilities of educational psychologists and learning and behaviour support services
* Understanding of the role of assessment in children’s learning
 | * Using comparative information about attainment
* The funding support mechanism for SEN
* Experience of completing additional funding applications
* Pastoral support plans
* An understanding of the
* broader secondary and primary context and Government initiatives to raise achievement
* Good understanding of the principles behind project management including planning, monitoring, review and evaluation progress
* Knowledge and understanding to support EAL children
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| Skills | * Empathise with the difficulties of SEN pupils in accepting the curriculum
* Organise and sustain systematic support from a variety of providers for a range of SEN
* Manage the co-ordination of teaching assistants in support of SEN pupils
* Advise and motivate teaching staff with SEN initiatives
* Present clearly a wide range of specialised information to both educationalists and non- educationalists
* Make consistent judgements based on careful analysis of available evidence
* Excellent classroom practitioner
* Good communication skills, both written and oral
* Good presentation skills with the ability to enthuse and motivate others
* Good organisational skills
* Confident in the use of information and communication technology.
* Good influencing and negotiating skills.
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| Personal Characteristics  | * Willingness to share expertise, skills and knowledge
* Sensitivity to the aspirations, needs and self esteem of others
* Commitment to team working
* Willingness to address challenging issues with clarity of purpose and diplomacy
 | * Preparedness to attend national and regional venues for meetings and training sessions, which may involve overnight stays and occasional work in the evenings, at weekends or in school holidays.
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