

**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) |
| 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 |
| 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 |
| 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. |  |
| 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. |