



Special Education Needs & Disability Coordinator (SENDCo) Person Specification

Criteria	How Identified	Essential	Desirable
Qualifications & Training			
• Qualified to degree level and above.	A	✓	
• Qualified teacher status with experience relevant to the school.	A	✓	
• National Award for SEN Co-ordination.	A		✓
• Willingness to complete the National Award for SEN Co-ordination within three years of appointment.	A & I	✓	
• Evidence of continuing professional development.	A & I	✓	
• Completed further training in supporting pupils with SEND.	A & I		✓
Experience			
• Successful record of teaching experience across the primary phase.	A & I	✓	
• Experience in the role of SENDCo.	A & I		✓
• Experience of working at a whole school level.	A		✓
• Involvement with self-evaluation and development planning.	A & I		✓
• Experience of leading staff training/CPD.	A & I		✓
• Experience of leading performance appraisal.	A & I		✓
• Experience of teaching within a diverse, multicultural environment.	A & I	✓	
• Confident with use of ICT in teaching and learning.	A, T & I	✓	
Knowledge			
• Sound knowledge of the SEND Code of Practice.	A, T & I	✓	
• Know and understand the relevant statutory curricula frameworks in order to plan and deliver a curriculum which engages, motivates and inspires.	A, T & I	✓	
• Understanding of what makes 'quality first' teaching, and of effective intervention strategies.	A, T & I	✓	
Skills			
• Show an enthusiasm and energy for teaching; use a range of teaching strategies in order to engage, motivate and challenge all children effectively.	A, T & I	✓	
• Create a stimulating environment, which promotes learning and celebrates the children's successes.	A	✓	
• Maintain a high standard of behaviour through the use of praise and clear expectations.	A & T	✓	
• Evaluate the impact of your teaching on the progress of all learners, and modify your planning and classroom practice where necessary.	A & T	✓	
• Ability to plan and evaluate interventions.	A	✓	
• Data analysis skills & the ability to use data to inform provision planning.	A	✓	
• Effective communication and interpersonal skills.	T & I	✓	
• Ability to build effective working relationships.	A, T & I	✓	
• Liaise successfully with learning support assistants to ensure they are effective in helping the children with their learning.	A & I	✓	
• Good organisational and record keeping skills.	A, T & I	✓	
• Work as a successful member of a group to support curriculum management and development.	A	✓	
Personal Qualities			
• Committed to getting the best outcomes for pupils and promoting the ethos and values of the school.	A & I	✓	
• Committed to equal opportunities and securing good outcomes for pupils for whom you have responsibility.	A & I	✓	
• Ability to work under pressure and prioritise effectively.	T & I	✓	
• Committed to maintaining confidentiality at all times.	I	✓	
• Committed to safeguarding.	I	✓	
• Be keen to add to the life of the school and participate fully.	I	✓	
• Ability to manage change.	A & I	✓	