

Person Specification: SENCO

	Essential	Desirable
Qualifications	<p>Qualified Teacher status. Willingness to complete the National SENDCO Award</p>	<p>Evidence of continuous INSET with particular reference to Special Educational Needs (SEN). NATIONAL SENDCO AWARD</p>
Experience	<p>The SENCO should have experience of:</p> <ul style="list-style-type: none"> - Teaching at KS1 and 2 - Qualified teacher with at least four years experience in the primary sector - Evidence of continuing professional development - Evidence of work with colleagues in primary schools - Experience of training other teachers - Experience of working alongside other teachers in the development and learning - Experience of setting targets and monitoring, evaluating and recording progress - 	<p>In addition, the SENCO might have experience of teaching the whole primary age range dealing with a range of SEN.</p> <ul style="list-style-type: none"> - Experience of leading a team of teachers on the curriculum initiative <p>-Experience of budget management</p>
Knowledge and Understanding	<p>The SENCO should have knowledge and understanding of (or willing to receive the relevant qualification):</p> <ul style="list-style-type: none"> - The SEN Code of Conduct and its practical application - The statementing 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 	<p>In addition the SENCO might have knowledge and understanding of:</p> <ul style="list-style-type: none"> - Using comparative information about attainment - The funding support mechanism for SEN - The roles and responsibilities of educational psychologists and of learning and behaviour support services - 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

	<p>learners from one phase of education to the next</p> <ul style="list-style-type: none"> - Good understanding of the principles behind school improvement including school improvement planning, monitoring, review and evaluation of progress 	<p>management including planning, monitoring, review and evaluation progress</p> <ul style="list-style-type: none"> - Knowledge and understanding to support EAL children
Skills	<p>The SENCO will be able to:</p> <ul style="list-style-type: none"> - Make consistent judgements based on careful analysis of available evidence - Excellent classroom practitioner 	<p>Confident in the use of information and communication technology. Good influencing and negotiation skills.</p> <ul style="list-style-type: none"> - Empathise with the difficulties of SEN pupils in accepting the

	<ul style="list-style-type: none"> - Good communication skills, both written and oral - Good presentation skills with the ability to enthuse and motivate others - Good organisation skills 	<p>curriculum</p> <ul style="list-style-type: none"> - 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
Personal Characteristics	<ul style="list-style-type: none"> - 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 	<p>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.</p>