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|  **Person Specification** **SENCO** | U:\SCHOOL STATIONERY\Logos_School\CSLogo_colour_small.gif |

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| **ESSENTIAL** | **DESIRABLE** |
| **QUALIFICATIONS**Qualified to at least degree levelB.Ed/Post Graduate Certificate in EducationNational Award for Special Educational Needs Education **EXPERIENCE & KNOWLEDGE**Diagnostic testing and applying for access arrangements in line with JCQ regulationsAppropriate experience of SEN provision in a large secondary schoolWork across the school as an advocate of SEND taking the lead in the learning and teaching of SEND pupilsWorking alongside external agencies to support students with SEND including running multi agency meetings and reviewsAbility to deliver consistently outstanding lessons in this subject to students of all ages and abilitiesUnderstanding of the SEND COP and recent SEND legislationAn understanding of SEND strategies and how they can be effectively applied to raise learners’ achievementHow to use progress data to identify areas for development for individual learnersHave created high quality lesson plans and schemes of work, and shared these with a team of teachers**SKILLS**A proven ability to create a united, committed and highly effective staff subject teamExcellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with students, staff and parentsThe ability to communicate well, to work as a member of a team, and to have effective working relationships with students, staff and parentsCommitted to the personal professional development of themselves and othersThe ability to develop positive relationships with all young peopleWell-developed planning and organising skills including time management, prioritisation, delegation and administrationAbility to plan, monitor, evaluate, review and lead by exampleSound judgement and problem solving skillsAn ability and willingness to teach across more than one subjectA proven ability to use data confidently and forensically to inform and diagnose weaknesses that need addressing, and ability to plan effectively in order to raise individuals’ and cohorts’ attainment**MOTIVATION**Willing to be fully engaged in the whole life of the school including extra-curricular activitiesCommitted to team work and working collaboratively with colleaguesA clear vision of what you want to achieve with this role, which is aligned to the school’s core vision and valuesA commitment to the safeguarding and welfare of all studentsExperience of leading successful enrichment and extra-curricular activities, which inspire and motivate learners**ATTRIBUTES**A clear passion for SEN teachingThe ability to enthuse and inspire othersPassion, resilience, maturity and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and directionConfidence and self-motivation to work well and be decisive under pressureGenuine passion and belief in the potential of every studentStrong interpersonal, written and oral communication skillsStrong organisation skills:* the ability to delegate
* the use of effective time management
* the ability to prioritise

Resilience and motivation to lead the school through day-to-day challenges whilst maintaining a clear strategic vision, staying positive, and focusing on key prioritiesA clear understanding of the strategies required to establish consistently high standards of results and behaviour and commitment to relentlessly instilling these strategiesAn ambassadorial approach in all dealings with the community and subsequently to be positive and successfully market the school in the communitySkilful management and maintenance of working relationships with parents and other stakeholders | Further professional qualificationsExperience of having worked successfully in a SEN provision in at least one outstanding mainstream schoolHave an understanding of the latest trends and developments in SEND educationDelivering interventions in:* Literacy
* Numeracy
* Spelling
* SULP
* SEAL

Transition at all key points in Years 7, 10 and 12 as well as in progression routes to post 16Applying for statutory assessment to secure EHCP’s where students require a level of support above the delegated school resourcesSupporting students with complex ASC needs in a secondary setting Relevant research and application of the Best use of Teaching Assistants in a secondary context Experience of working with SEND students within the mainstream classroom |