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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 level  B.Ed/Post Graduate Certificate in Education  National Award for Special Educational Needs Education  **EXPERIENCE & KNOWLEDGE**  Diagnostic testing and applying for access arrangements in line with JCQ regulations  Appropriate experience of SEN provision in a large secondary school  Work across the school as an advocate of SEND taking the lead in the learning and teaching of SEND pupils  Working alongside external agencies to support students with SEND including running multi agency meetings and reviews  Ability to deliver consistently outstanding lessons in this subject to students of all ages and abilities  Understanding of the SEND COP and recent SEND legislation  An understanding of SEND strategies and how they can be effectively applied to raise learners’ achievement  How to use progress data to identify areas for development for individual learners  Have 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 team  Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with students, staff and parents  The ability to communicate well, to work as a member of a team, and to have effective working relationships with students, staff and parents  Committed to the personal professional development of themselves and others  The ability to develop positive relationships with all young people  Well-developed planning and organising skills including time management, prioritisation, delegation and administration  Ability to plan, monitor, evaluate, review and lead by example  Sound judgement and problem solving skills  An ability and willingness to teach across more than one subject  A 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 activities  Committed to team work and working collaboratively with colleagues  A clear vision of what you want to achieve with this role, which is aligned to the school’s core vision and values  A commitment to the safeguarding and welfare of all students  Experience of leading successful enrichment and extra-curricular activities, which inspire and motivate learners  **ATTRIBUTES**  A clear passion for SEN teaching  The ability to enthuse and inspire others  Passion, resilience, maturity and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction  Confidence and self-motivation to work well and be decisive under pressure  Genuine passion and belief in the potential of every student  Strong interpersonal, written and oral communication skills  Strong 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 priorities  A clear understanding of the strategies required to establish consistently high standards of results and behaviour and commitment to relentlessly instilling these strategies  An ambassadorial approach in all dealings with the community and subsequently to be positive and successfully market the school in the community  Skilful management and maintenance of working relationships with parents and other stakeholders | Further professional qualifications  Experience of having worked successfully in a SEN provision in at least one outstanding mainstream school  Have an understanding of the latest trends and developments in SEND education  Delivering 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 16  Applying for statutory assessment to secure EHCP’s where students require a level of support above the delegated school resources  Supporting 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 |