**PERSON SPECIFICATION – SENCO**

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| Qualifications and Training  | Essential | Desirable |
| Qualified Teacher Status | X |  |
| First Degree or equivalent | X |  |
| Relevant specialist qualifications and experience in your subject specialism with the ability to teach at all Key Stages and all abilities  |  | X |
| Relevant specialist qualifications and experience in at least one area of SEN |  | X |
| Outstanding classroom practitioner | X |  |
| Commitment to improving practice through reflection, appropriate professional development and through being open to advice and feedback  | X |  |
| Evidence of continuing professional development or relevant research  | X |  |
| Diploma in SpLD or similar or willingness to gain such a certification |  | X |
| National Award for Special Educational Needs Coordinator or working towards the qualification (or willing to begin study for the qualification)  | X |  |
| Significant experience of middle leadership  | X |  |
| Professional knowledge and understanding of | Essential | Desirable |
| Curriculum requirements and developments with SEN | X |  |
| The principles and policies of equal opportunities | X |  |
| Assessment for learning strategies | X |  |
| How to make effective personalised provision for students who have special educational needs | X |  |
| The statutory requirements for special educational needs and the requirements for assessment, recording and reporting of students’ attainment and progress | X |  |
| The characteristics of high quality inclusive, differentiated and/or personalised teaching, and the main strategies for improving and sustaining high standards of teaching. Learning and achievement for students with special educational needs | X |  |
| How to use comparative data, together with information about students’ prior attainment, to establish benchmarks and set targets for improvement | X |  |

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| Professional Skills | Essential | Desirable |
| High level leadership skills, attributes and professional competence:* The ability to lead and manage people to work towards common goals and decision-making skills
* The ability to solve problems and make decisions
* The ability to manage change
 | X |  |
| Good communication and interpersonal skills | X |  |
| Ability to work as member of a team | X |  |
| Ability to motivate students and to recognise and respond to the divers needs of learners | X |  |
| Ability to design opportunities for learners to develop their literacy, numeracy, ICT, thinking and learning skills as well as their social and emotional skills | X |  |
| Self-management – the ability to plan time effectively and to organise oneself well | X |  |
| Personal Qualities | Essential  | Desirable |
| Energy, enthusiasm, determination and an insistence on high standards |  |  |
| A sense of humour |  |  |
| A willingness to learn new skills and approaches and to share the experience with others |  |  |
| Ability to relate to students, parents and carers, colleagues and other partners |  |  |
| A passion for the value your subject can bring to students and a commitment to the ethos of the wider life of the school |  |  |
| Be able to work under pressure, prioritise and manage time effectively |  |  |