



BDMAT

Birmingham Diocesan
Multi-Academy Trust

Promoting diversity across our Trust



Non- Class based-SENDCo - Person Specification

	Essential	Desirable
Qualifications and Training	<p>The SENCO must:</p> <ul style="list-style-type: none"> • have Qualified Teacher status • have evidence of continuous participation in in-service development and a commitment to further professional development • Already have the accredited SENCO qualification 	<p>The SENCO might also have:</p> <ul style="list-style-type: none"> • a qualification for the assessing and teaching of pupils with specific learning difficulties
Experience	<p>The SENCO must:</p> <ul style="list-style-type: none"> • be a qualified teacher with at least three-years' experience • have experience of teaching in a Primary School • have experience of working successfully and co-operating as a member of a team • have experience of leading training of other teachers • have experience of setting targets and monitoring, evaluating and recording progress 	<p>In addition, the SENCO might have experience of:</p> <ul style="list-style-type: none"> • working within a Senior Leadership Team • experience of EYFS, KS1 and/or KS2 Assessment • dealing successfully with challenging and sensitive situations in a primary school setting
Professional Values	<p>The SENCO will have the ability:</p> <ul style="list-style-type: none"> • to establish and maintain excellent professional relationships with pupils, parents and colleagues • to set high expectations of all pupils and be committed to raising educational achievement • to adopt a flexible approach to working, especially when working across two schools to maintain confidentiality 	
Knowledge and Understanding	<p>The SENCO will have knowledge and understanding of:</p> <ul style="list-style-type: none"> • the statutory requirements of legislation concerning 	<p>In addition, the SENCO might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> • using comparative information about attainment



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	<p>Safeguarding, including Child Protection, Equal Opportunities, Health & Safety and SEND</p> <ul style="list-style-type: none"> the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) the SEND Code of Conduct and its practical application strategies for meeting the SEND of pupils in a mixed ability classroom behaviour management techniques for groups and individuals planning and implementing an effective teaching programme and Individual Education Plans, including the monitoring, assessment, recording and reporting of pupils' progress the positive links necessary within school, a child's home and external agencies how to establish an effective rapport with children which is based on high expectations and establish a purposeful learning environment where all pupils feel secure and confident how to use ICT effectively as an integral part of teaching and learning 	<ul style="list-style-type: none"> Knowledge and understanding of the EHCP process and the evidence needed to support this. the role of external services that support the provision for SEND pupils within schools.
Skills	<p>The SENCO will be able to:</p> <ul style="list-style-type: none"> promote both the school's aims positively, and use effective strategies to enhance motivation and morale establish and develop a sound professional relationship with a class and groups of pupils demonstrate excellent teaching and learning skills and be able to create a positive, challenging and effective learning environment 	<p>In addition, the SENCO might also be:</p> <ul style="list-style-type: none"> confident in the use of information technology. good at influencing and negotiating with others.



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	<ul style="list-style-type: none"> • organise and sustain systematic support from a variety of providers for a range of SEN • manage the coordination of teaching assistants in support of SEND pupils • advise and motivate teaching staff with SEND initiatives • present clearly a wide range of specialized information to both educationalists and non-educationalists • make consistent judgements based on careful analysis of available evidence • develop excellent professional relationships within a team • establish and develop appropriate relationships with parents, governors and the community • present and communicate effectively to a variety of audiences • develop policy 	
Personal Characteristics	<p>The SENCO should possess:</p> <ul style="list-style-type: none"> • the ability to address challenging issues with clarity of purpose and diplomacy • Excellent inter-personal skills <p>They should also be:</p> <ul style="list-style-type: none"> • knowledgeable and highly competent • approachable and empathetic • creative and enthusiastic • organised and resourceful • intelligent and reflective • committed 	<p>The SENCO might possess:</p> <ul style="list-style-type: none"> • preparedness to attend national and regional venues for training and development.
Special Requirements	<p>The SENCO MUST:</p> <ul style="list-style-type: none"> • be willing to undergo an Enhanced Disclosure and Barring service check 	



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