

PERSON SPECIFICATION SENCO

| ATTRIBUTES | CRITERIA | Essential /Desirable | ASSESSMENT METHOD(S) |
|---|---|-----------------------------------|---|
| QUALIFICATIONS & AWARDS | <ul style="list-style-type: none"> Degree Level qualification Qualified Teaching Status Minimum of Level 2 qualification in numeracy e.g. GCSE Maths at A*-C, or able to demonstrate equivalent level of ability. Recent Level 3 Safeguarding training of the willingness to undertake specialist training at this level | E D E D | A, R A, R A, I A, I, R |
| GENERAL & SPECIAL KNOWLEDGE | <ul style="list-style-type: none"> Knowledge of inclusive practice and strategies relating to learners with additional /special educational needs within Schools, Colleges and the wider community with reference to the relevant research, guidance and legislation. Sound knowledge of the SEND reform and how to adhere to this. Knowledge of how to prepare High Needs bids and provide accurate information for EFA & SFA returns Understanding of safeguarding and child protection procedures/PREVENT guidelines Ability to translate up to date research and guidance relating to inclusion and SEN to ensure best practice in service delivery. | E E D D E | A, I A, I, A, I A, I, R A, I, R |
| PROFESSIONAL KNOWLEDGE, SKILLS, ABILITIES & EXPERIENCE | <ul style="list-style-type: none"> Able to lead teams strongly and productively, empowering them to work autonomously as needed and building high levels of team cohesion and team accountability. Confident and fair, employing high-level leadership skills and well-developed interpersonal skills in working with teachers and support staff. Able to develop positive working relationships with a range of stakeholders and to inspire, motivate and lead. Highly student-centred, inspiring supported students to be aspirational and encouraging them to work independently, taking control of their own learning progress and developing them for adulthood. Work to tight deadlines and be flexible with the need to change work practices as needs arise. | E E D D E | A, T, I A, T, I A, T, I A, T, I A, T, I |

Assessment Methods: I Formal or informal interview, A Application Form and supporting documents, R References, T Teaching task or other tasks related to the selection process, C Evidence of qualifications or prior performance e.g. copies of certificates or results, O other (e.g. DBS check).

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| | <ul style="list-style-type: none"> • Adept at using and handling data in a focussed and logical way to monitor performance closely and identify or address issues. Set meaningful targets and embrace ambitious target-setting within Inclusive learning. • Maintaining an up to date knowledge of both local and national educational/organisational strategies which may influence the college | D E | A, T, I A, T, I |
| INTERPERSONAL SKILLS/INTELLECTUAL SKILLS | <ul style="list-style-type: none"> • Strong commitment to equality for students and staff. A recognition of the need to embrace and celebrate diversity and an awareness of safeguarding / health and safety needs. • Excellent verbal and written communication skills and able to construct high quality reports relating to curriculum performance, development or improvement. • Well-developed IT skills and a strong commitment to embracing the benefits of new technologies in teaching, learning and assessment. • High professional integrity and an ability to maintain the utmost confidentiality. • Able to analyse and oversee a budget within a capitation area. | E D D E E | A, I A, I A, I A, I A, I |
| ADDITIONAL FACTORS | <ul style="list-style-type: none"> • Commitment to equality and diversity initiatives, anti-discriminatory practice, CSE initiatives and the prevent agenda • Suitability to work with children and young adults | E E | A, O, R A, O, R |

Assessment Methods: I Formal or informal interview, A Application Form and supporting documents, R References, T Teaching task or other tasks related to the selection process, C Evidence of qualifications or prior performance e.g. copies of certificates or results, O other (e.g. DBS check).

PERSON SPECIFICATION – SENCO (Maternity Cover)

The Person Specification details the principal skills and personal attributes the post holder must possess and actively demonstrate in order to effectively fulfil the role. The criteria are ranked as 'essential' and 'desirable' and your application form should demonstrate how you meet each individual criterion and possess the key skills relevant to the job.

The ranking of criteria on the employee specification can be explained as follows:

- Essential** The successful candidate must meet the essential criteria in full on the first day of commencing in post, in order to be able to effectively fulfil the role to which he/she has been appointed.
- Desirable** The post holder needs to meet the desirable criteria to fulfil the role on a longer-term, permanent basis. The successful candidate would be expected to develop his/her skills and knowledge within an agreed timescale (usually within six to twelve months of his/her start date) to meet the desirable criteria in full, if they are unable to demonstrate they meet these criteria at short-listing and interview stage.

Criteria will be measured through a number of methods, the key to which is as follows:

- A** = **Application**
- I** = **Interview**
- T** = **Test**
- C** = **Certificates**
- R** = **References**
- DBS** = **Disclosure & Barring Service**

These letters are used in the 'assessment method(s)' column on the employee specification to identify to you the combination of methods we will use to assess you against the requirements of the position for which you are applying. In the first instance your application form will be used to determine the extent to which you meet the criteria for the role and will inform our short-listing decisions.

Where criteria are to be identified through the interview and/or test(s), these may involve scenario-based or hypothetical questions and a combination of written exercises, literacy and/or numeracy assessments, presentations, and any other practical assessments relevant to the role.

Assessment Methods: I Formal or informal interview, A Application Form and supporting documents, R References, T Teaching task or other tasks related to the selection process, C Evidence of qualifications or prior performance e.g. copies of certificates or results, O other (e.g. DBS check).