

SENDCO PERSON SPECIFICATION

Post title: SENDCO
Responsible to: Mark Hunter (Joint Principal)
Responsible for: SEND Learning Support Assistants

- **Purpose of the job:** The SENDCO is required to lead, manage, develop and maintain high quality SEND provision which enables quality teaching, excellent learning outcomes and success for all pupils.
- To model effective SEND support, to support and train colleagues.
- To keep all aspects of paperwork including records and policies up-to-date and actioned as appropriate

Overall responsibility

Selection criteria – all are essential except those marked * which are desirable	
Qualifications and experience	1. Qualified teacher status*
	2. National Qualification for Special Educational Needs Co-ordination *
	3. Experience in SENDCO role in primary school
	4. Further specialist qualification in an aspect of SEN *
	5. Experience of leading a team and training or advising colleagues
	6. Evidence of sound knowledge of effective quality first teaching and intervention strategies
	7. Demonstrable experience in working collaboratively with parents and colleagues.
	8. Proven experience in effective liaison with a range of outside agencies
	9. Proven experience in keeping records and producing reports for outside agencies
Professional knowledge and understanding	1. Knowledge and understanding of the expectations within the EYFS, KS1 and KS2
	2. Knowledge and understanding of the current SEND Code of Practice (2015) and all aspects of inclusion and pastoral care as well as the Equality Act (2010)
	3. Knowledge of the range and types of interventions available
	4. Confident use of ICT, including classroom technologies
	5. The effective management of provision for SEND
Abilities and skills	1. Ability to lead and manage people to work effectively, both individually and in teams
	2. Ability to produce/complete individual plans, EHC plans and other statutory documents
	3. Show excellent time and management skills and analyse, prioritise and meet deadlines
	4. Ability to communicate effectively, taking into account the views of others, including effective oral and written communication and excellent presentation skills
	5. Ability to carry out baseline tests eg WRAT tests and make suggestions from the data
	6. Ability to promote the learning ethos of the school, supporting our vision for excellent education which develops happy, confident, successful and caring children
	7. Ability to devise individualised learning programmes to enable children with SEN to achieve their very best
	8. Ability to run 1 to 1 or small group interventions especially for children with dyslexia
	9. Knowledge of Nessy, touch typing programmes and other interventions
Personal qualities	1. A commitment to inclusive education and a willingness to respond to the needs of all learners
	2. Energy, enthusiasm, determination and drive to develop your role
	3. Reliability, professionalism and integrity
	4. Excellent communication skills with parents and children