

**PERSON SPECIFICATION**

**SENCo**

| **Specification** | **Essential** | **Desirable** | **Evidence** |
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| Qualifications | Qualified teacher statusSENCo Qualification or willingness to completePrepared to take on further relevant study | Postgraduate degree and/or further relevant professional studies. | Application form |
| Experience | Teaching experience across either primary or secondaryProven track record of raising standardsExperience in working with SEND students and vulnerable learners. | Experience as a SENCoSuccessful track record of delivering INSET, training and/or professional developmentExperience and qualified to complete KS4 and 5 Access arrangements | Application form and interview |
| Teaching | An outstanding classroom teacherExcellent understanding of effective and engaging teaching methodsAn ability to engage, enthuse and motivate students and plan differentiated lessons to ensure equal opportunity for allAn understanding of, and an ability to create, a positive climate for learning | Experience of developing use of ICT in teaching | Application letter and interview |
| Philosophy | Commitment to embedding the school’s Learning and Teaching policy.Commitment to self- evaluation and continuous improvement.Commitment to sharing best practice.Commitment to providing learning opportunities beyond the classroom andschool day.Belief in the positive difference high quality educational opportunities make to peoples’ lives and the Trust principle that of ‘no child left behind’ in education. |  | Application letter and interview |
| Knowledge / Understanding | A good knowledge of the SEN provision and strategies, with a comprehensive grasp of management and whole school issuesClear understanding of the processes of school improvement, school effectiveness and strategies to translate them into practice | Expertise in a particular area of Special Educational Needs e.g. Social, Emotional and Mental Health,Trauma-informed practice. | Application letter and interview |
| Skills, attributes and personal qualities | Enthusiasm for this area of work, based on practical knowledge and experience.Good communication skills with a range of audiences, ability to relate well to head teacher, class teachers, members of management team, governors, pupils, external partners and parents.Ability to work successfully within a team, bringing to bear appropriate degrees of creativity, flexibility, self – motivation and independenceExemplary qualities of professionalism, loyalty, and personal integrityConsistent ability to cope with tight deadlinesExcellent organisation skills and use of ICT to support roleAware of issues of confidentiality |  | Interview |
|  | The ability to understand and produce data regarding students to inform planning and evaluate effectivenessEvidence of improved student outcomeExcellent interpersonal skills.Self-motivating with a positive outlook.Ability to work to deadlines and under pressure.Excellent attendance and punctuality record. |  |  |
|  | Awareness of and commitment to equality of opportunity and inclusion |  |  |
| Otherrequirements | Knowledge and understanding of DSEN | Interview |
|  | Awareness of Autistic Spectrum Disorders |  |
|  | Understanding and support for vision, aims and ethos of the school |  |
|  | Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary; to choose the right kind of vocabulary for the situation in hand without a great deal of hesitation. |  |
|  | Ability to listen to stakeholder and understand their needs |  |