

**PERSON SPECIFICATION**

**SENCo**

| **Specification** | **Essential** | **Desirable** | **Evidence** |
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| Qualifications | Qualified teacher status  SENCo Qualification or willingness to complete  Prepared to take on further relevant study | Postgraduate degree and/or further relevant professional studies. | Application form |
| Experience | Teaching experience across either primary or secondary  Proven track record of raising standards  Experience in working with SEND students and vulnerable learners. | Experience as a SENCo  Successful track record of delivering INSET, training and/or professional development  Experience and qualified to complete KS4 and 5 Access arrangements | Application form and interview |
| Teaching | An outstanding classroom teacher  Excellent understanding of effective and engaging teaching methods  An ability to engage, enthuse and motivate students and plan differentiated lessons to ensure equal opportunity for all  An 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 and  school 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 issues  Clear 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 independence  Exemplary qualities of professionalism, loyalty, and personal integrity  Consistent ability to cope with tight deadlines  Excellent organisation skills and use of ICT to support role  Aware of issues of confidentiality |  | Interview |
|  | The ability to understand and produce data regarding students to inform planning and evaluate effectiveness  Evidence of improved student outcome  Excellent 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 |  |  |
| Other  requirements | 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 |  |