**SENDCo**

**Person Specification**

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|  | **Essential** | **Desirable** |
| **Qualifications** | Qualified Teacher Status  National Award for Special Educational Co-ordinators | Evidence of continuous INSET with particular reference to Special Educational Needs. |
| **Experience** | *The SENCO should have experience of*   * Being a SENCo * Understand and have knowledge of National Curriculum and SEND Code of Practice * Evidence of continuing professional development * Evidence of work with colleagues in primary schools * Experience of training other teachers and TAs * Experience of working alongside other teachers to support their professional development * Experience of setting targets and monitoring, evaluating and recording progress | In addition, the SENCO might have   * At least four years’ experience in the primary sector * Experience of teaching the whole primary age range, including EYFS * Experience of working with children with complex learning difficulties * Experience with the needs of LAC/Adopted children i.e. attachment * Experience of leading a team of teachers on a curriculum initiative * Experience of budget management |
| **Knowledge and Understanding** | *The SENCO should have knowledge and understanding of*   * The SEN Code of Conduct and its practical application * The EHCP process and the evidence needed * Behaviour management techniques for groups and individuals * Familiarity with a range of Special Educational Needs * Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills * Good understanding of factors promoting effective transfer of learners from one phase of education to the next * Good understanding of the principles behind school improvement including school improvement planning, monitoring, review and evaluation of progress | *In addition the SENCO might have knowledge and understanding of*   * Using comparative information about attainment * The funding support mechanism for SEN * The roles and responsibilities of educational psychologists and of learning and behaviour support services * Pastoral support plans * An understanding of Government initiatives to raise achievement * Knowledge and understanding to support EAL children * Knowledge and understanding of Attachment Theory and supporting pupils presenting with Attachment disorders * Team Teach or other positive handling approaches |
| **Skills** | *The SENCO will be able to:*   * Make consistent judgements based on careful analysis of available evidence * Excellent classroom practitioner * Excellent behaviour management skills * Have a creative approach and secure knowledge of a range of teaching strategies to ensure progress for all * Good communication skills, both written and oral * Good presentation skills with the ability to enthuse and motivate others * Good organisation skills * Good influencing and negotiation skills. * Empathise with the difficulties of SEN pupils in accessing the curriculum * Manage the co-ordination of teaching assistants in support of SEN pupils * Organise and sustain systematic support from a variety of providers for a range of SEN * Understanding of confidentiality | * Confident in the use of information and communication technology * Advise and motivate teaching staff with SEN initiatives |
| **Personal Characteristics** | * Willingness to share expertise, skills and knowledge * Ability to lead by example and gain buy in from colleagues ‘we can do’ * Commitment to team working * Commitment to own CPD, self-motivated * Child centred * Willingness to address challenging issues with clarity of purpose and diplomacy * Excellent communication * Resilience * Calm under pressure * Flexible | * Be willing to listen to and reflect on other points of view and be adaptable where needed * Realism – understand what is feasible and manageable and explain these reasons clearly to a range of stakeholders |