**SENDCo**

**Person Specification**

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|  | **Essential**  | **Desirable**  |
| **Qualifications**  | Qualified Teacher StatusNational 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
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| **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
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| **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
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| **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
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