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| **SENCO - Person Specification** |



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| **Job Title: SENCO** | | |
|  | **Essential** | **Desirable** |
| **Qualifications and Training** | | |
| Qualified teacher status as required under the SEND Code of Practice | √ |  |
| National Award for Special Educational Needs Coordination (NASENCo) qualification or a willingness to complete it within 3 years of appointment as required under the SEND Code of Practice | √ |  |
| **Knowledge and Experience** | | |
| Teaching experience with a minimum of three years’ experience teaching in the classroom | √ |  |
| Experience of working at a whole-school level | √ |  |
| Involvement in self-evaluation and development planning | √ |  |
| Experience of conducting training/leading INSET | √ |  |
| Experience of inspiring and motivating other teachers, modelling good practice and embedding a whole school commitment to supporting pupils with SEN | √ |  |
| Raising educational attainment for children and young people with SEN, including working with pupils directly and supporting other staff |  | √ |
| Sound knowledge of the SEND Code of Practice | √ |  |
| Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies | √ |  |
| **Skills and Abilities** |  |  |
| Ability to plan and evaluate interventions | √ |  |
| A commitment to inclusive education and a determination to meet the needs of individual learners | √ |  |
| Data analysis skills, and the ability to use data to inform provision planning | √ |  |
| Emotional capacity to work with and improve the lives of children who have unique and challenging requirements | √ |  |
| Ability to influence the decisions of key policymakers to develop an SEN-compliant teaching environment, including the Senior Leadership Team and school governors | √ |  |
| Ability to develop new lesson plans and support procedures for teaching children with special education needs | √ |  |
| Ability to build effective working relationships | √ |  |
| Ability to influence and negotiate | √ |  |
| Good record-keeping skills | √ |  |
| **Personal Qualities** | | |
| Effective communication and interpersonal skills | √ |  |
| Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school | √ |  |
| Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability | √ |  |
| Commitment to maintaining confidentiality at all times | √ |  |
| Reliability, integrity, flexibility, resilience | √ |  |
| Effective time management and organisation | √ |  |
| Ability to use own initiative | √ |  |
| Ability to work in partnership with all stakeholders | √ |  |
| Ability to work under pressure and prioritise effectively | √ |  |
| The ability to form and maintain appropriate relationships and personal boundaries with children and young people in line with Laleham Lea’s Safeguarding and Child Protection policy | √ |  |