



## Person Specification

### SENDCO

**Please ensure your application includes examples of how you meet the essential criteria.**

No.	Area	Essential	Desirable
<b>1</b>	<b>Qualifications and Training</b>		
1.1	Qualified Teacher with Qualified Teacher status, with primary experience	√	
1.2	National SENDCO Award (or currently studying towards) or already undertaking the role of SENDCO in a primary school	√	
1.3	Evidence of professional development, in particular CPD linked to SEND		√
<b>2</b>	<b>Experience</b>		
2.1	Experience of teaching pupils with SEND, including complex needs, and scaffolding work for children of varying abilities, needs, ages and interests so that all children make good progress	√	
2.2	Experience of working effectively in partnership with parents to understand their perspective and improve pupil outcomes	√	
2.3	Experience of co-ordinating and developing colleagues (TAs, Teachers, other professionals) in the classroom to support children's learning	√	
2.4	Experience of undertaking the role of DSL/DDSL in a school		√
<b>3</b>	<b>Knowledge and Understanding</b>		
3.1	Sound knowledge of SEND Code of Practice and other key legal/statutory frameworks around SEND and Equality	√	
3.2	Understanding of approaches to SEND assessment and planning, and ability to design, plan and evaluate interventions	√	
3.3	Understanding that behaviour is communication, and how trauma/ACEs impact on children's development	√	

3.4	An understanding of, and commitment to, promoting and safeguarding the welfare of pupils	√	
3.5	Understanding of SEND and Early Help processes in relevant localities		√
3.6	Specialism in a particular area of SEND (e.g. attachment, dyslexia, ASC etc)		√
<b>4</b>	<b>Skills and abilities</b>		
4.1	To motivate all children to want to learn and enable them to make progress and achieve well, by personalising learning and fostering independent learning and life skills	√	
4.2	To have excellent behaviour management skills including those appropriate to the needs of SEND pupils	√	
4.3	Able to use ICT skills and resources effectively to support teaching and learning across the curriculum, and to communicate with all stakeholders	√	
4.4	Able to make use of appropriate data to analyse the performance of pupils and set targets	√	
<b>5</b>	<b>Other</b>		
5.1	Dependable, resilient, reliable, proactive, and flexible, with an excellent record of attendance and a positive outlook	√	
5.2	Evidence of organisational and time-management skills, the ability to remain calm under pressure, prioritise effectively and to meet deadlines	√	
5.3	Ability to quickly establish warm professional relationships with pupils, families and staff	√	
5.4	Sympathy with the aspiration of the Church of England's vision for education (this is central to the Trust's operation)	√	