

Person Specification - SENDCo

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

No.	Area	Essential	Desirable
1	Qualifications and Training		
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 SENCO in a primary school	√	
1.3	Evidence of professional development, in particular CPD linked to SEND		√
2	Experience		
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 effective 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		√
3	Knowledge and Understanding		
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)		√
4	Skills and abilities		

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	√	
5	Other		
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)	√	