

SENDCo & PPA Cover

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	√	
1.2	National SENDCO Award (or currently studying towards or undertaking the role of SENDCO in a primary school)	√	
1.3	Evidence of continuous professional development, in particular CPD linked to SEND		√
2	Experience	√	
2.1	Ability to deliver high quality teaching and learning that meets the needs of all learners and enables at least good progress	√	
2.2	Successful experience of teaching within a key stage delivering the whole primary curriculum and able to evidence at least good progress and achievement of pupils.	√	
2.3	Experience of teaching pupils with SEND, including complex needs that demonstrates sound pedagogical understanding of how children learn.	√	
2.4	Know how to challenge and differentiate work for children of varying abilities, needs, ages and interests so that all children make good progress	√	
2.5	Experience of working effectively in partnership with parents	√	
2.6	Experience of working with colleagues (TAs, Teachers, other professionals) in the classroom to support children's learning	√	
2.7	Experience of acting as part of SLT and helping to set the strategic direction for SEND		√
3	Knowledge		
3.1	Sound knowledge of SEND Code of Practice	√	
3.2	Knowledge of how to enable all children, particularly those with SEND, and including disadvantaged pupils, to make good progress	√	
3.3	Knowledge of core subject curriculum guidance, and principles and developments of the National Curriculum	√	
3.4	Understanding of how to use feedback effectively to raise standards in the classroom for all pupils	√	
3.5	Able to plan and evaluate interventions	√	
3.6	Able to effectively monitor, assess, record, track, and report pupils' progress (individual children and groups)	√	
3.7	Able to make use of appropriate data to analyse the performance of pupils and set targets	√	
3.8	Able to personalise learning and provide effectively for pupils' individual needs to enable all children to achieve	√	

3.9	Able to use different learning and teaching styles effectively in order that all children make progress	√	
3.10	Able to use ICT skills and resources effectively to support teaching and learning across the curriculum	√	
3.11	An understanding of the role of parents and the community in school and how this can be promoted	√	
3.12	An understanding of, and commitment to, promoting and safeguarding the welfare of pupils	√	
3.13	Specialism in a particular area of SEND (e.g. attachment, dyslexia, ASC etc)		√
4 Skills and abilities			
4.1	An excellent classroom teacher	√	
4.2	Able to create a safe, happy, challenging, stimulating and effective learning environment appropriate to the needs of SEND pupils	√	
4.3	To motivate all children to want to learn and enable them to make progress and achieve well, encouraging independent learning and skills	√	
4.4	To have excellent behaviour management skills including those appropriate to the needs of SEND pupils	√	
4.5	Ability to assess children, use AfL effectively and plan accordingly; differentiating work to meet each child's needs and enabling them to progress	√	
4.6	Ability to creatively use the curriculum and the outdoor environment to provide memorable and beneficial learning experiences, particularly those appropriate to the needs of SEND pupils	√	
4.7	Evidence of organisational skills, the ability to remain calm under pressure, prioritise effectively and to meet deadlines	√	
5 Other			
5.1	Highly resilient with a positive outlook	√	
5.2	Dependable, reliable, proactive, professional confidentiality, with an excellent record of attendance	√	
5.3	Empathy for the aspiration of the Church of England's vision for education (this is central to the Trust's operation)	√	
5.4	An understanding of, and commitment to, promoting and safeguarding the welfare of pupils	√	