

The Northumberland Church of England Academy

Special Educational Needs Coordinator		
Person Specification		
Essential	Essential	Desirable
Qualifications and Training		
Qualified teacher status and evidence of a sound academic subject background and successful teaching	<input type="checkbox"/>	
Experience of working with SEND children in a deprived area	<input type="checkbox"/>	
Relevant training in relation to job description		<input type="checkbox"/>
Knowledge and Experience		
An up to date knowledge of the code of practice, the graduated approach and the statutory processes in place for SEND children	<input type="checkbox"/>	
A knowledge of what constitutes good teaching and an understanding of how to improve the quality of teaching and learning with a particular focus on SEND children	<input type="checkbox"/>	
A knowledge of how children think and learn and what young people with adverse childhood experiences and social, emotional and mental health and behavioural difficulties experience	<input type="checkbox"/>	
A knowledge of how IT can both enhance and extend learning and improve the administration of SEND	<input type="checkbox"/>	
An up to date knowledge of the Early Years Foundation Stage	<input type="checkbox"/>	
Skills and Attributes		
Ability to relate well to and build relationships with children	<input type="checkbox"/>	
Excellent organisational skills	<input type="checkbox"/>	
Has the capacity to meet deadlines under strict timescales and ability to support staff to meet deadlines.	<input type="checkbox"/>	
The ability to work within a team towards common goals.	<input type="checkbox"/>	
To set high standards and model good practice	<input type="checkbox"/>	
Is trustworthy, honest, shows integrity and has a sense of fair play	<input type="checkbox"/>	
Is committed to meeting the needs of children and their families	<input type="checkbox"/>	
The ability to demonstrate initiative	<input type="checkbox"/>	
Has excellent communication and interpersonal skills	<input type="checkbox"/>	
Proven consultation and negotiation skills	<input type="checkbox"/>	

A willingness to participate in in-service training and professional development	<input type="checkbox"/>	
High level IT skills both to support learning and administration		<input type="checkbox"/>
Leadership and management		
Has proven ability to lead others within the school team	<input type="checkbox"/>	
Has a proven ability to work under pressure	<input type="checkbox"/>	
Has shown personal motivation regarding training and personal development		<input type="checkbox"/>
Proven teaching skills, including adapting teaching for SEND pupils and the ability to coach other teachers and share good practice	<input type="checkbox"/>	
Management skills in respect of information and the use of performance data; finance and resources; and people management including delegation; and monitoring and evaluating performance	<input type="checkbox"/>	
To command credibility and use expertise to influence others	<input type="checkbox"/>	
General		
Has demonstrated the capacity to turn challenges into successes	<input type="checkbox"/>	
Shows high levels of professional competence by their achievements in their current role	<input type="checkbox"/>	
Operates corporately, putting their personal needs second to the wider and agreed needs of the institution	<input type="checkbox"/>	
Evidence of a commitment to equality of opportunity and inclusion	<input type="checkbox"/>	
Shows an appropriate sense of humour in order to relieve difficult and pressured situations with staff or families		<input type="checkbox"/>