

## Person Specification

### SENDCO (L4-L12)

Criteria	Essential	Desirable	Assessed through
Qualifications	<ol style="list-style-type: none"> <li>1. Educated to degree level</li> <li>2. Qualified Teacher Status (or equivalent)</li> <li>3. National Award for SEN Coordination</li> </ol>	<ol style="list-style-type: none"> <li>A. Degree in related subject area</li> <li>B. Evidence of ongoing professional development</li> <li>C. Further relevant professional or academic qualifications</li> </ol>	All - Application form & Certificates
Experience	<ol style="list-style-type: none"> <li>1. Work or training in a secondary school environment</li> <li>2. Successful experience of teaching GCSE, BTEC or A level qualifications</li> <li>3. Evidence of effective teaching that has supported students in making strong progress.</li> <li>4. Successful leadership experience (e.g. within SEN / Curriculum area)</li> </ol>	<ol style="list-style-type: none"> <li>A. Experience of working with external SEN related agencies</li> <li>B. Experience of curriculum planning</li> <li>C. Experience of leading SEN CPDL / INSET</li> <li>D. Clear understanding of the Ofsted framework</li> </ol>	All - Application form & References
Leadership qualities	<ol style="list-style-type: none"> <li>1. Beliefs and values that are aligned with those held by the school.</li> <li>2. A clear vision for the faculty.</li> <li>3. Ability to both support and challenge staff within various</li> </ol>	<ol style="list-style-type: none"> <li>A. Experience of appraising staff, resolving disputes and managing day to day human resources issues.</li> <li>B. Ability to demonstrate an awareness and understanding</li> </ol>	All - Application form, references and interview day activities

	<p>contexts.</p> <ol style="list-style-type: none"> <li>4. Ability to effectively communicate ideas and concepts</li> <li>5. Ability to effectively interpret individual, class level and subject level data and use to inform sound decisions.</li> </ol>	<p>of the 'bigger picture' and working at Senior Leadership level.</p> <p>C. The ability to interpret data to judge when intervention activities need to take place and to proactively organise these with staff.</p>	
Knowledge & Understanding	<ol style="list-style-type: none"> <li>1. Understanding of, and commitment to, safeguarding and child protection procedures</li> <li>2. Strong, up to date knowledge of SEN Code of Practice</li> <li>3. Ability to design, implement and evaluate effective, imaginative and interesting lessons and schemes of work</li> <li>4. Ability to effectively evaluate SEN provision</li> <li>5. Strong understanding of cognitive learning methods</li> <li>6. Understanding of effective techniques in raising attainment and standards in SEN provision.</li> <li>7. Strong understanding of effective behaviour management strategies.</li> </ol>	<ol style="list-style-type: none"> <li>A. Good understanding of SEN and strategies to ensure needs are met</li> <li>B. Membership of relevant subject/professional body</li> <li>C. Experience of successfully implementing restorative practices</li> <li>D. Understanding of the current Ofsted framework</li> </ol>	<ol style="list-style-type: none"> <li>1 - Application form / Interview</li> <li>2 - Application form / Curriculum activity</li> <li>3 - Application form / Interview day activity</li> <li>4 - Application form / Interview day activity</li> <li>5 - Application form / Interview</li> <li>6 - Application form / Interview</li> <li>7 - Application form / Interview</li> <li>A - Application form / Curriculum activity / interview</li> <li>B - Application form</li> <li>C - Interview day</li> <li>D - Interview day</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Ability to listen effectively</li> </ol>		<ol style="list-style-type: none"> <li>1 - Application form / Lesson observation /</li> </ol>

	<p>and form good interpersonal relationships</p> <ol style="list-style-type: none"> <li>2. Ability to work independently or as part of a team as required</li> <li>3. Strong organisational and time management skills.</li> <li>4. The ability to use a variety of teaching and feedback strategies</li> <li>5. Ability to appropriately challenge ideas or beliefs they believe are wrong</li> </ol>		<p>Curriculum activity</p> <p>2 - Application form / References / Interview day</p> <p>3 - Interview day / References</p> <p>4 - Interview day / References</p> <p>5 - Interview day / References</p> <p>A - Interview / one to one discussion</p>
<p>Personal values and qualities</p>	<ol style="list-style-type: none"> <li>1. Pupil centred in decision making</li> <li>2. Belief in the value of restorative practices</li> <li>3. Ability to take personal accountability for performance</li> <li>4. Evidence of a commitment to continuous personal development and improvement</li> <li>5. Ability to perform well when placed under pressure</li> <li>6. High levels of emotional intelligence</li> <li>7. Resilience and the optimism to deal with day to day challenges.</li> <li>8. Self confidence and the</li> </ol>	<p>A. Potential for further promotion</p>	<ol style="list-style-type: none"> <li>1 - Interview day</li> <li>2 - Interview day</li> <li>3 - Interview / one to one meeting / reference</li> <li>4 - Application form / interview / one to one meeting</li> <li>5 - Interview day / References</li> <li>6 - References / interview day</li> <li>7 - References / interview day</li> <li>8 - References / interview day</li> <li>9 - References</li> <li>10 - References / lesson observation / one to one meeting</li> <li>11 - References</li> <li>12 - References / one to one meeting / interview day</li> <li>A - Interview day / References</li> </ol>

	<p>ability to make appropriate decisions.</p> <p>9. Regularly meets deadlines</p> <p>10. Forms positive and productive relationships with staff and children</p> <p>11. Honest and trustworthy</p> <p>12. High expectations of self and others</p>		
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