

**Person Specification for the role of SENCO**

**at**

**South Grove Primary School**

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| **1** | **Educational Qualifications and Training** | **Int** | **Appl** | **Obs/Ex** |
| **1.1** | **A recognised teaching qualification to teach in the UK**  Qualified Teacher Status (QTS) (B.Ed, PGCE, or equivalent), with at least 4/5 years’ experience of full-time teaching across the Primary Age Range | **E** | **E** |  |
| **1.2** | Qualified for Primary Sector | **E** | **E** |  |
| **1.3** | Higher Education qualification other than initial teacher training – National SEN Co-ordination qualification or willingness to undertake | **E** | **E** |  |
| **1.4** | Recent, relevant and continuous personal and professional development | **E** | **E** |  |

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|  |  | **Int** | **Appl** | **Obs/Ex** |
| **2** | **Experience** |  |  |  |
| **2.1** | Successfully teaching at Primary Level across at least 2 Key Stages | **E** | **E** | **E** |
| **2.2** | Recent experience working as SENCo/ SEN Teacher | **E** | **E** | **E** |
| **2.3** | Understanding of the challenges presented in an inclusive and multicultural school | **E** | **E** |  |
| **2.4** | Understanding, teaching and successfully meeting the needs of a wide range of pupils with Special Educational Needs | **E** | **E** | **E** |
| **2.5** | Shaping the strategic direction of aspects of the school | **E** | **E** |  |
| **2.6** | Lead and manage colleagues and staff | **E** | **E** |  |
| **2.7** | Manage a budget and identify resources to support and accelerate learning | **E** | **E** |  |
| **2.8** | Working with parents and families to secure good outcomes for pupils | **E** | **E** |  |
| **2.9** | Worked with and alongside a wide range of external agencies advice to support children with SEN | **E** | **E** |  |
| **2.10** | Effective Team Leadership/Senior Leadership/ Leadership of a curriculum area | **E** | **E** |  |
| **2.11** | Leading quality and informative staff development and CPD | **E** | **E** |  |
| **2.12** | Use of tracking and data analysis, monitor progress, and identify additional resources to support progress | **E** | **E** | **E** |

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|  |  | **Int** | **Appl** | **Obs/Ex** |
| **3** | **Knowledge** |  |  |  |
| **3.1** | Knowledge of leading and managing Inclusion and/or SEND | **E** | **E** |  |
| **3.2** | An excellent knowledge and understanding of the National Curriculum and the SEN Code of Practice | **E** | **E** | **E** |
| **3.3** | Has devised and used Children’s Plans to support and progress learning and able to demonstrate understanding of ‘P’ Levels | **E** | **E** | **E** |
| **3.4** | To keep appraised with current educational issues both local and national developments relating to Inclusion and be able to disseminate information as appropriate | **E** | **E** |  |
| **3.5** | Evidence of the ability to plan, teach and assess in order to promote good or better pupil progress, appropriate to different pupils’ needs | **E** | **E** | **E** |
| **3.6** | Strategies for improving the quality of teaching and learning, specifically in relation to SEND | **E** | **E** |  |
| **3.7** | Knowledge of a range of strategies that assist with the early identification of SEN, including the use of a range of assessment tools | **E** | **E** |  |
| **3.8** | Knowledge and understanding of children’s social, emotional, intellectual and physical development | **E** | **E** |  |
| **3.9** | Ability to establish a positive learning environment, where pupils thrive and behave well | **E** | **E** |  |
| **3.10** | Evidence of the ability to work alongside colleagues to motivate and move them on in their practice | **E** | **E** |  |
| **3.11** | Good knowledge of safeguarding, and an understanding of the impact this has on a school | **E** | **E** |  |

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|  |  | **Int** | **Appl** | **Obs/Ex** |
| **4** | **Personal Qualities – Skills and Attributes** |  |  |  |
| **4.1** | A highly motivated, energetic and enthusiastic team member and leader who is approachable and promotes positive relationships | **E** | **E** |  |
| **4.2** | A proven track record as an excellent, creative teacher who motivates children | **E** | **E** | **E** |
| **4.3** | Genuine passion and a belief in the potential of ever pupil | **E** | **E** |  |
| **4.4** | Vision aligned with South Grove’s high aspirations - Evidence of a desire to set high professional standards and expectations – both for self and others | **E** | **E** | **E** |
| **4.5** | High expectations for accountability and consistency | **E** | **E** |  |
| **4.6** | Demonstrate a range of effective communication skills to a wide range of audiences | **E** | **E** |  |
| **4.7** | Motivation to continually improve standards and achieve excellence | **E** | **E** | **E** |
| **4.8** | Effective administrative and organisational skills | **E** | **E** |  |
| **4.9** | Ability to manage effectively pupil discipline and have a commitment to a high level of pastoral care | **E** | **E** |  |
| **4.10** | An effective working knowledge of ICT for teaching, management and administrative purposes | **E** | **E** |  |
| **4.11** | High level of self-awareness and self-management in stressful situations | **E** | **E** |  |
| **4.12** | The ability to reflect on, and improve own practice for personal fulfilment, shaping the role and making a difference | **E** | **E** |  |
| **4.13** | Commitment to regular and on-going professional development and training to establish outstanding practice | **E** | **E** |  |

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| **5** | **Other job specific requirements** |  |  |  |
| **5.1** | Commitment to and evidence of promoting Equal Opportunities strategies within the school, curriculum and employment practice | **E** | **E** |  |

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| **6** | **Disqualifying factors** |  |  |  |
| **6.1** | An indication of sexist, racist or anti-disability attitudes or any other attitudes inconsistent with the Council’s Equal Opportunities Policy | **E** | **E** |  |

**Int** – Interview

**App**l- Application Form

**Obs** – Observation

**Ex** – In-tray exercise