



Houghton C of E School – SENCO Person Specification

	Essential	Desirable
Ethos Commitment	<ul style="list-style-type: none"> - Committed to actively supporting the Christian ethos of the school 	
Educational and Professional Qualifications	<ul style="list-style-type: none"> Qualified Teacher status Degree National Award for SEN Co-ordination, or a willingness to complete within 3 years 	<ul style="list-style-type: none"> Evidence of continuous INSET with particular reference to Special Educational Needs (SEN). National Award for SEN Qualification
Experience	<ul style="list-style-type: none"> - Experience of working at a whole-school level - Evidence of CPD - Experience of working alongside other teachers in the development of teaching and learning - Experience of setting targets and monitoring, evaluating and recording progress - Involvement in self-evaluation & development planning - Leading INSET 	<ul style="list-style-type: none"> - Experience of teaching the whole primary age range dealing with a range of SEN. - Experience of training other teachers - Experience of leading a team of teachers on a curriculum initiative - Experience of budget management - Line-management responsibilities
Knowledge and Understanding	<p>The SENCO should have sound knowledge and understanding of (or willing to receive the relevant qualification):</p> <ul style="list-style-type: none"> - The SEND Code of Practice and its practical application - understanding of what makes 'Quality First Teaching' and of effective intervention strategies - The referral process for EHCP and the evidence needed - Ability to plan and evaluate interventions - Behaviour management techniques for groups and individuals - Good understanding of factors promoting effective transfer of learners from one phase of education to the next 	<p>In addition the SENCO might have knowledge and understanding of:</p> <ul style="list-style-type: none"> - Using comparative information about attainment - The funding support mechanism for SEN - The roles and responsibilities of educational psychologists and of learning and behaviour support services - Knowledge and understanding to support EAL children - Good understanding of the principles behind school improvement including school improvement planning, monitoring, review and evaluation of progress
Skills	<p>The SENCO will be able to:</p> <ul style="list-style-type: none"> - Make consistent judgements based on careful analysis of available evidence - Excellent classroom practitioner - Effective communication & interpersonal skills, both written and oral - Good presentation skills with the ability to enthuse and motivate others - Excellent organisational skills - Confident in the use of information and communication technology. - Manage the co-ordination of teaching assistants in support of SEN pupils 	<ul style="list-style-type: none"> - Good influencing and negotiation skills. - Empathise with the challenges faced by SEN pupils in accessing the curriculum - Organise and sustain systematic support from a variety of providers - Advise and motivate teaching staff with SEN initiatives - Present clearly a wide range of specialised information to both educationalists and non-educationalists

Personal Characteristics

- Commitment to getting the best outcomes for pupils and promoting the ethos and values of our school
- Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability
- Ability to work under pressure and prioritise effectively
- Commitment to maintaining confidentiality at all times
- Willingness to share expertise, skills and knowledge
- Sensitivity to the aspirations, needs and self-esteem of others
- Commitment to team working
- Willingness to address challenging issues with clarity of purpose and diplomacy
- Commitment to safeguarding and equality

- Preparedness to attend national and regional venues for meetings and training sessions, which may involve overnight stays and occasional work in the evenings, at weekends or in school holidays.