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|  | Essential | Desirable |
| Qualifications | Qualified Teacher status.andeither already have or be willing to undertake the accredited SENCO qualification | Evidence of continuous INSET with particular reference to Special Educational Needs (SEN). |
| Experience | The SENCO should have experience of:* Teaching at KS1 and 2
* Qualified teacher with at least three years’ experience in the primary sector
* Evidence of work with colleagues in primary schools
* Experience of leading a team of teachers on the curriculum initiative
* Experience of budget management
* Experience of training other teachers
* Experience of working alongside other teachers in the development of teaching and learning
* Experience of setting targets and monitoring, evaluating and recording progress
 | In addition, the SENCO might have experience of teaching the whole primary age range dealing with a range of SEN. |
| Professional Values | The SENCO will have the ability :* to establish and maintain excellent professional
* relationships with pupils, parents and colleagues
* to set high expectations of all pupils and be committed to raising educational achievement
* to adopt a flexible approach to working
* to maintain confidentiality

and demonstrate* Evidence of continuing professional development
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| Knowledge and Understanding | The SENCO should have knowledge and understanding of:* the statutory requirements of legislation concerning Safeguarding, including Child Protection, Equal Opportunities, Health & Safety and SEN
* the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)
* The SEN Code of Conduct and its practical application
* planning and implementing an effective teaching programme and Individual Education Plans, including the monitoring, assessment, recording and reporting of pupils’ progress
* The process of applying for HNF and the evidence needed to do this successfully
* Behaviour management techniques for groups and individuals
* Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills
* the positive links necessary within school, a child’s home and external agencies
* Good understanding of factors promoting effective transfer of learners from one phase of education to the next
 | * 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
* Pastoral support plans
* An understanding of the broader secondary and primary context and Government initiatives to raise achievement
* Good understanding of the principles behind project management including planning, monitoring, review and evaluation progress
* Knowledge and understanding to support EAL children
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| Skills | The SENCO will be able to:* promote the school’s aims positively, and use effective strategies to enhance motivation and morale
* establish and develop a sound professional relationship with a class and groups of pupils
* demonstrate excellent teaching and learning skills and be able to create a
* positive, challenging and effective
* learning environment
* Empathise with the difficulties of SEN pupils in accepting the curriculum
* Organise and sustain systematic support from a variety of providers for a range of SEN
* Manage the co-ordination of teaching assistants in support of SEN pupils
* Advise and motivate teaching staff with SEN initiatives
* Present clearly a wide range of specialised information to both educationalists and non-educationalists
* Make consistent judgements based on careful analysis of available evidence
* Excellent classroom practitioner
* Good communication skills, both written and oral
* Good presentation skills with the ability to enthuse and motivate others
* Good organisation skills
 | Is confident in the use of information and communication technology.Has good influencing and negotiation skills. |
| Personal Characteristics | The SENCO should also demonstrate: * the ability to address challenging issues with clarity of purpose and diplomacy
* excellent interpersonal skills
* a willingness to share expertise, skills and knowledge
* a sensitivity to the aspirations, needs and self esteem of others
* a commitment to team working

They should also be:* knowledgeable and highly competent
* approachable and empathetic
* creative and enthusiastic
* organised and resourceful
* intelligent and reflective
* committed to assisting pupils to achieve the best learning outcomes
 | 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. |