|  |  |  |
| --- | --- | --- |
|  | Essential | Desirable |
| Qualifications | Qualified Teacher status.  and  either 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 |  |
| 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 |
| 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. |