

**Valley Park School
Person Specification
SENCO**

AREA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status 	<ul style="list-style-type: none"> • Additional postgraduate certificate qualifications in areas of SEN. • National Award for SEN Coordination
Experience	<ul style="list-style-type: none"> • Experience of being a SENCO within a school setting. • Experience of meeting the needs of students with SEN • Experience of the secondary school curriculum 	<ul style="list-style-type: none"> • Experience of teaching students with SEN in a secondary school context.
Knowledge	<ul style="list-style-type: none"> • Knowledge of the SEN and Disability Code of Practice (DfE/ DoH, 2015). • An understanding of the Annual Review and statutory assessment processes. • A good knowledge of how to set meaningful end of Key Stage SEN outcomes and plan effective provision to enable all students with SEN to make good progress. • A knowledge of a range of specialist SEN interventions and strategies that can be used to support students with SEN. • An understanding of how literacy, numeracy, RSE and personal development and ICT can be used to support teaching. • A good up to date working knowledge and understanding of a range of teaching and learning and behaviour management strategies. • An understanding of a range of approaches that can be used for assessment. • An understanding of how to personalise provision to meet the learning needs of the full range of students. • An awareness of current legal requirements regarding the safeguarding of children. 	<ul style="list-style-type: none"> • Specialist knowledge of an area of SEN. • Knowledge and ability to use a range of specialist assessment tools to assess and track progress and gaps in learning.
Skills	<ul style="list-style-type: none"> • Be able to prepare and lead Annual Review meetings. • Be able to complete Provision Maps, and reviews/ evaluations of the impact of interventions. • Have good communication skills and be able to implement them to build 	

	<p>positive relationships with students, parents and colleagues.</p> <ul style="list-style-type: none"> • Be able to provide a range of support to teaching colleagues to help them to best understand and meet the needs of students with SEN. • Be able to provide opportunities for students to develop literacy, numeracy, RSE and personal development and ICT skills. • Experience of working effectively with a range of other professionals and services. • Be able to plan and teach challenging and well organised lessons. • Be able to use a range of teaching strategies and resources to motivate and engage students with SEN. • An ability to provide constructive feedback to students on how to improve their attainment. • The ability to implement a clear framework for classroom discipline. • The desire to work as a team member. 	
Attributes	<ul style="list-style-type: none"> • High expectations of students and a commitment to ensure that they can fulfil their potential. • A desire to be part of a team to develop and deliver outstanding SEN practice and provision. • An inclusive approach to meeting the needs of all students. • Positive values and attributes and high standards of professional behaviour. • Up to date knowledge and understanding of the professional duties of teachers and SENCOs. • Highly developed communication skills. • A commitment to improving practice through appropriate professional development. • The desire to act upon advice and feedback and be open to coaching and mentoring. • Able to work independently and manage workload in a calm and efficient manner. • Effective organisational skills. 	<ul style="list-style-type: none"> • A willingness to engage in further study to further enhance existing skills and knowledge.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children.