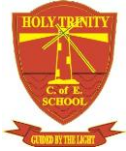




**Person Specification
SENDCO**



Criteria	Essential	Desirable	Evidence
Qualifications	<p>Good Honours Degree QTS</p> <p>SENDCO qualification <i>or</i> willingness to achieve this qualification within three years of taking up the post.</p>	<p>Further, relevant, SEND leadership qualifications</p> <p>Evidence of CPD in area of autism spectrum condition</p> <p>Qualification in Drama, Dance or Play therapy or other therapeutic discipline</p> <p>Current First Aid (paediatric) Current First Aid (paediatric mental health)</p>	<p>Application</p> <p>Certificates</p> <p>References</p>
Experience	<p>Evidence of commitment to safeguarding practice and procedures</p> <p>Experience of working with pupils with SEN as a SENCO / Inclusion Lead;</p> <p>Supporting a range of SEMH needs</p> <p>Experience of working with external agencies to support the needs of children with SEMH and SEND</p> <p>Experience of HNF / SENIF systems and processes</p> <p>Experience of organising and chairing annual reviews and writing up reviews for parents and associated professionals.</p> <p>Contributing to SIP in all matters of SEND</p> <p>Evidence of having led whole school training and able to evidence the impact</p> <p>Evidence of experience in line managing support staff in area of SEND.</p> <p>Experience of leading appraisals in performance management process.</p>	<p>Experience of supporting SEN pupils from EYFS to Year 6</p> <p>Previous post of responsibility within schools</p> <p>Involvement in self-evaluation and development planning</p>	<p>Application</p> <p>Interview</p>
Practical and Management Skills:	<p>Evidence of a thorough understanding of, and ability to implement, all SEN related statutory responsibilities to ensure the school's compliance with the SEND Code of Practice and other current legislation.</p>	<p>Awareness of the current issues (barriers and enablers) and trends in Education sector</p> <p>Evidence of using MIS such as Arbor or SIMS, to keep SEND</p>	<p>Application</p> <p>References</p> <p>Interview</p>



	<p>Recognise what makes 'quality first' teaching, and of effective intervention strategies for a wide range of complex needs</p> <p>Ability to set realistic targets and priorities for all aspects of SEN provision Evidence of securing good outcomes for pupils with SEN or a disability</p> <p>Ability to problem solve, particularly under pressure while maintaining confidentiality at all times.</p> <p>Able to establish an ethos conducive to promoting good relationships whilst maintaining high standards of expectation for all aspects of SEN provision.</p> <p>Ability to use appropriate and efficient administrative systems to record, report, track SEN provision</p> <p>Commitment to parental / carer involvement</p> <p>Excellent time management and organisational skills</p> <p>Ability to organise and prioritise workload and work on own initiative.</p> <p>Have experience in Accessibility planning with ability to write and review plans and policy documentation in consultation with headteacher and in line with statutory government guidance.</p> <p>Have experience in writing and implementing Medical Policy across the school community but with particular regard to pupils with SEND.</p>	<p>records secure and up to date. Evidence of using a safeguarding reporting tool such as <i>Safeguard</i>; <i>MyConcern</i> or <i>CPOMS</i> etc.,</p> <p>A willingness to assist pupils with intimate care as required. (Training will be provided.)</p>	
<p>Personal Skills</p>	<p>Wear professional attire which is in accordance with the school and Aletheia trust dress code and policy.</p>	<p>Have a commitment to taking care of own wellbeing.</p>	<p>Application Interview References</p>



	<p>Ability to establish and develop good relationships with all involved in the school, working collaboratively as a team.</p> <p>Willingness to share expertise, skills, and knowledge</p> <p>Willingness to address challenging issues with clarity of purpose and diplomacy</p> <p>Demonstrate a commitment to SEND – establish / maintain high educational standards within the school ensuring appropriate levels of challenge, guidance and support for all pupils</p> <p>Be able to use performance data to guide school improvement for children with SEND.</p> <p>Make consistent judgements based on careful analysis of available evidence.</p> <p>Hold a commitment to equality of opportunity and respect for pupils' individual differences and diversity.</p> <p>Commitment to one's own CPD.</p>		
<p>Interpersonal Qualities & Attributes</p>	<p>Excellent timekeeper and ability to meet deadlines.</p> <p>Demonstrate sensitivity to the aspirations, needs and self-esteem of others</p> <p>Ability to maintain strict confidentiality of information.</p>	<p>Good sense of humour</p>	<p>Application Interview References</p>