



## Person specification: Assistant SENCO

Specification	Essential	Desirable
Relevant experience	<ul style="list-style-type: none"><li>• Experience of working with children of primary age</li><li>• Experience of working with children with additional needs</li><li>• Ability to plan effective actions for children at risk of underachieving</li><li>• Able to demonstrate reflective practice</li><li>• Able to use a range of ICT equipment to support learning including e-learning programmes for children.</li><li>• Experience of working in a relevant setting and across phases</li><li>• Experience with managing time and differing workloads</li></ul>	<ul style="list-style-type: none"><li>• Experience of working in a school/educational setting</li><li>• Experience of working with a range of support services/providers as part of multi-disciplinary and agency planning and interventions</li><li>• </li></ul>
Qualifications	<ul style="list-style-type: none"><li>• Good general level of education/training (NVQ level 3 or equivalent as a minimum)</li><li>• GCSE (or equivalent) English and Maths</li><li>• Specialist skills/training in social, emotional, mental health related areas</li><li>• Can work at NVQ 4 level overall</li></ul>	<ul style="list-style-type: none"><li>• Further qualifications specifically in working with children with ASC or ADHD, or further mental health training.</li></ul>
Special skills and attributes	<ul style="list-style-type: none"><li>• Ability to use all Microsoft office packages to a proficient standard e.g. manipulate</li></ul>	

	<p>data in Excel programmes; prepare documents for external audiences.</p> <ul style="list-style-type: none"> <li>• Knowledge of policies and procedures relating to safeguarding, child protection, health, safety, security, equal opportunities and confidentiality.</li> <li>• Excellent ICT skills</li> <li>• Ability to exchange information both verbally and in writing with staff and parents.</li> </ul>	
Personal qualities	<ul style="list-style-type: none"> <li>• Ability to relate to young people and adults, understand their needs and respond accordingly.</li> <li>• Good influencing skills to encourage students to interact with others and be socially responsible.</li> <li>• The ability to work well in a team and independently</li> <li>• To have the capacity to develop knowledge in a specific area of educational need and to become a point of contact for that need.</li> <li>• Ability to work with students in setting targets and to support students and teaching staff in implementing and reviewing targets.</li> <li>• To be flexible and adaptable to meet the changing needs of the school</li> </ul>	