**Person Specification – SENCO**

The following outlines the criteria for this post.  
Applicants should describe in their application how they meet these criteria.

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| **CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **QUALIFICATIONS AND EXPERIENCE** | • Qualified Teacher Status • Degree • At least five years teaching experience • Experience of working with children with SEN • Successful primary teaching experience judged to be good/outstanding by senior colleagues. | • National Award for SEN Co ordination (or willingness to train) • Evidence of continuous INSET and commitment to further professional development • teaching across the whole Primary age range; • working in partnership with parents • experience of successful high needs funding applications |
| **SKILLS AND KNOWLEDGE** | • Knowledge of the National Curriculum • Knowledge of the SEND Code of Practice • Knowledge of effective teaching and learning, behaviour management and the a range of interventions • Ability to build effective working relationships with pupils • Knowledge of guidance and requirements around safeguarding children • Good ICT skills, particularly using ICT to support learning | • Delivery of a wide range of intervention programmes |
| **SKILLS** | • Ability to communicate effectively (both orally and in writing) to a variety of audiences; • Ability to promote the school’s aims/values positively, and use  effective strategies to monitor motivation and morale; • Ability to use a high level of emotional intelligence to effectively lead a large team of TAs. • High quality interpersonal skills that provide a range of strategies for effective people management • Ability to create and maintain positive relationships with children, parents, teachers and TAs. • Ability to create a happy, challenging and effective learning environment. | * Well-being training * Track record of effectively managing Performance Management |
| **PERSONAL CHARACTERISTICS** | • Approachable  • Empathetic  • Enthusiastic  • Organised  • Patient  • Team player  • Sense of humour |  |