

Person Specification for SENDCo

<p>Experience</p>	<ul style="list-style-type: none"> • Excellent subject knowledge. • Teaching experience – minimum of 3 years teaching. • Experience of working at a whole-school level • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET • Have a good up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for vulnerable and challenging learners to achieve their potential. • A strong desire to work with students with behavioural, emotional and social difficulties and make a positive difference to their lives. • Experience of working in partnership with parents. • Ability to demonstrate knowledge and experience of a range of additional educational needs particularly those with challenging behaviour. • Proven commitment to raising the attainment and self esteem of vulnerable students. • Experience of delivering various intervention packages to ensure that learners close the gap.
<p>Qualifications or Training:</p>	<ul style="list-style-type: none"> • Qualified Teacher Status. • Educated to degree level. • National Award for SEND Co-ordination, NPQ SEND or a willingness to complete it within 3 years of appointment. • Sound knowledge of the SEND Code of Practice • Commitment to further professional development.
<p>Practical Skills</p>	<ul style="list-style-type: none"> • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Ability to plan and evaluate interventions • Data analysis skills, and the ability to use data to inform provision planning • Effective communication and interpersonal skills • Ability to build effective working relationships • Good record-keeping skills • Communicate effectively with young people and colleagues. • Evaluate their performance and be committed to improving their practice through appropriate professional development. • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for pupils with SEND or a disability • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality

