



St Joseph's Catholic Primary School, Canvey Island
Person Specification for the post of SENCo



	Essential	Desirable
Qualifications	<p>Qualified Teacher status. Degree or equivalent Have gained or a willingness to work towards the National Qualification for SENCO</p>	<p>Evidence of continuous INSET with particular reference to Special Educational Needs (SEN). Evidence of further study</p>
Experience	<p>The SENCO should have experience and understanding of:</p> <ul style="list-style-type: none"> - Teaching and learning across the primary age range - Successful experience in a middle or senior leader role in a primary school - Qualified teacher with at least five years experience in the primary sector - Experience in Inclusion or SEND - Experience of data analysis - Experience of leading workshops, staff meetings and INSET - Responsibility for developing, monitoring and evaluating an aspect of school provision - Experience of leading and managing people - Experience of contributing to self-evaluation and school 	<p>In addition, the SENCO might have experience</p> <ul style="list-style-type: none"> - of teaching the whole primary age range dealing with a range of SEN. - Experience of leading a team of teachers on the curriculum initiative - Experience of working in at least two schools - Experience of coaching and mentoring - Experience of leading, training and other staff development activities, including appraisal - Experience of working with governors, parents and the wider community - Experience of budget management - Hold the National Award for SEN Co-ordination
Knowledge and Understanding	<p>The SENCO should have knowledge and understanding of (or willing to receive the relevant qualification):</p> <ul style="list-style-type: none"> - A proven record of teaching that has made a considerable impact on pupils' learning - Knowledge of relevant legislation - in particular of The SEN Code of Practise and Pupil Premium, equal opportunities and disability discrimination legislation and how these apply to pupils with Statements/ Education Health Care Plans as well as those without - Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the school's resources and the individual child - Sound understanding of assessment, recording and reporting of the Foundation Stage Profile - Understanding of strategies for school improvement - Up-to-date knowledge and understanding of current educational issues - Understanding of the distinctive nature of a Catholic primary school 	<p>In addition the SENCO might have knowledge and understanding of:</p> <ul style="list-style-type: none"> - Subject Leadership of a core subject - Knowledge of how the effective use of data and target setting can raise standards - Knowledge of Analyse School Performance (ASP) or relevant tracking systems - The funding support mechanism for SEN - The roles and responsibilities of educational psychologists and of learning and behaviour support services - Good understanding of the principles behind project management including planning, monitoring, review and evaluation progress - Knowledge and understanding to support EAL children

	<ul style="list-style-type: none"> - A commitment to the knowledge and understanding of Child Protection and Safeguarding - Evidence of highly effective teaching 	
Skills	<p>The SENCO will be able to / be / have:</p> <ul style="list-style-type: none"> - Ability to positively influence others Ability to motivate, lead and manage people to work both individually and in teams Continue the school's traditions of worship and pastoral care, including leading Collective Worship in a Catholic School -Flexible and imaginative; able to generate and implement new ideas and technologies - Ability to maximise use of ICT for curriculum support and Development - Ability to implement change and plan strategically - Outstanding communication skills, with a range of audiences both orally and in writing - Understanding, analysis and interpretation of school performance data - Commitment to developing the whole child, whilst maintaining academic standards - Effective problem solving skills - Effective administrative and organisational skills 	<p>Confident in the use of information and communication technology.</p> <p>Good influencing and negotiation skills.</p> <ul style="list-style-type: none"> - Empathise with the difficulties of SEN pupils in accepting the curriculum - Organise and sustain systematic support from a variety of providers for a range of SEN - Manage the co-ordination of teaching assistants in support of SEN pupils - Advise and motivate teaching staff with SEN initiatives - Present clearly a wide range of specialised information to both educationalists and non- educationalists
Personal Characteristics	<ul style="list-style-type: none"> - Willingness to share expertise, skills and knowledge - Sensitivity to the aspirations, needs and self esteem of others - Commitment to team working - Willingness to address challenging issues with clarity of purpose and diplomacy 	<p>Preparedness to attend national and regional venues for meetings and training sessions, which may involve overnight stays and occasional work in the evenings, or in school holidays.</p>