

SENCO Person Specification

Growing Together at Glynwood

Glynwood Primary School



<u>Person Specification</u>			
	<u>Essential</u>	<u>Desirable</u>	<u>Evidence</u>
<u>Qualifications</u>	<ul style="list-style-type: none"> -Degree or equivalent; -Qualified Teacher Status; -National Award for Special Educational - Needs Co-ordinators <u>OR</u> a willingness to take the qualification within the next two years. 	<p>Relevant CPD in relation to SEN and inclusion.</p> <p>Coaching qualification.</p> <p>A willingness to undertake further training at MA level or beyond.</p>	-Application form
<u>Professional knowledge, understanding and skills.</u>	<ul style="list-style-type: none"> -Proven ability as an excellent classroom teacher; -Ability to work collaboratively and to lead a team; -A positive approach to promote excellent learning behaviour; -Evidence of continuing professional development. -Experience of leading a whole school initiative that demonstrates impact on teaching and learning and standards. -Experience of developing outstanding relationships with parents and working with parents to support children's progress. 	<p>Experience of the SENCO role;</p> <p>Experience in teaching across the primary age range.</p>	<ul style="list-style-type: none"> -Application form -Interview -Presentation
<u>Specific knowledge, understanding and skills</u>	<ul style="list-style-type: none"> -Skilled use of data to track progress and identify possible additional needs; -Excellent understanding of the principles of inclusive teaching and experience of teaching children with special educational needs; -Experience of working with other professionals and/ or agencies to meet the needs of children with additional needs; -Knowledge and understanding of the 2014 reforms to SEN; -Knowledge and understanding of statutory duties in relation to SEN and equality. -Knowledge and understanding of the principles of nurture and how this leads to inclusive practice. -Understanding and knowledge of strategies that support children with ASD, ADHD and attachment. 	<p>Experience of the Boxall Profile and PIVATs five to set targets and track progress;</p> <p>Understanding of principles of cognitive development and cognitive overload and implications for this in the classroom.</p>	<ul style="list-style-type: none"> -Application -Tasks -Presentation -Interview

<u>Curriculum</u>	<ul style="list-style-type: none"> -Excellent understanding of the National Curriculum and its implementation; -Understanding of strategies and pedagogy of meeting the needs of pupil with SEN within a mixed ability class. 	Knowledge and understanding of English and Maths interventions to promote progress.	<ul style="list-style-type: none"> -Observation -Application
<u>Professional Values</u>	<ul style="list-style-type: none"> -Demonstrate high expectations and challenge for all pupils. -Have the strong belief that learning should be enjoyable and fun for everyone! -Be able to demonstrate that children are at the centre of all actions and provision put in place. 		<ul style="list-style-type: none"> -Interview -Tasks -References
<u>Personal Qualities</u>	<ul style="list-style-type: none"> -Passionate about teaching and learning and wanting the absolute best for all pupils; -Display warmth, kindness, patience and sensitivity when dealing with children; -Demonstrate kindness and excellent interpersonal skills when dealing with staff; -Show the ability to listen and empathise sincerely – parents/carers, children and staff; -Be able to work collaboratively to bring out the best in people; -Be organised and able to manage your time effectively; -Demonstrate initiative –bring ideas to the table about moving provision forward.; -Non-judgemental; -Enthusiastic about being part of the SLT; -Ability to prioritise and manage time effectively. 		<ul style="list-style-type: none"> -Application -Tasks -Observation -References