

Person Specification

Post title: SENDCo

Role to include 3 days SENDCo/2 days teaching

Attribute	Criteria	Essential	Desirable
General and special Knowledge skills	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice. 	X	
	<ul style="list-style-type: none"> • Knowledge of the school's role in providing for the individual needs of students across the age and ability spectra. 	X	
	<ul style="list-style-type: none"> • An understanding of what makes 'quality first' teaching, and of effective intervention strategies. 	X	
	<ul style="list-style-type: none"> • Data analysis skills and the ability to use data to inform provision planning. 	X	
	<ul style="list-style-type: none"> • Strategies for raising standards of attainment for SEND students. 	X	
	<ul style="list-style-type: none"> • Ability to plan and evaluate interventions. 	X	
	<ul style="list-style-type: none"> • Knowledge of progression issues of students at key transition points. 	X	
	<ul style="list-style-type: none"> • An understanding of the concept of Equal Opportunities and its application in the life of a school. 	X	
	<ul style="list-style-type: none"> • An understanding of the importance of the teacher as a role model for young people. 	X	
	<ul style="list-style-type: none"> • Good knowledge of outside agency support for SEND learners and how to access this. 	X	
	<ul style="list-style-type: none"> • Strategies to further the role of parents and carers in the education of students and wider life of the School. 	X	
	<ul style="list-style-type: none"> • Confidence to deliver school-based training and support to other staff to promote inclusion 	X	
	<ul style="list-style-type: none"> • Effective communication and interpersonal skills. 	X	
	<ul style="list-style-type: none"> • Ability to build effective working relationships. 	X	
	<ul style="list-style-type: none"> • Ability to influence and negotiate. 	X	
<ul style="list-style-type: none"> • Good record-keeping skills. 	X		
Relevant Experience	<ul style="list-style-type: none"> • Recent experience of successful SEND teaching. 	X	
	<ul style="list-style-type: none"> • Experience of working at a whole-school level. 		X
	<ul style="list-style-type: none"> • Involvement in self-evaluation and development planning. 	X	
	<ul style="list-style-type: none"> • Experience of conducting training/leading INSET. 		X
	<ul style="list-style-type: none"> • Experience of working with key stakeholders such as parents, governors, employers etc. 	X	
		X	

CEO: Mr Ian McCaul

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	<ul style="list-style-type: none"> Evidence of further professional development in the area of learning support and SEN. Evidence of involvement of CPD activities both as a participator and facilitator. Evidence of successful and varied experience in schools. Experience of implementing national, local and school educational developments in relation to SEND. Experience of liaison with parents, outside agencies and relevant stakeholders. Evidence of successful partnership and/or multi-agency working. 	X X X X X	X
Education and training	<ul style="list-style-type: none"> Qualified teacher status. Degree. National Award for SEN Co-ordination, or a willingness to complete it within 2 years of appointment. Recent participation in a range of relevant in-service training/professional development relevant to the role. Experience of supporting, training and helping to co-ordinate the professional development of colleagues. Evidence of training in Child Protection and Safeguarding. Evidence of training in preparation for leadership and management. 	X X X X X X	X
Additional Factors	<ul style="list-style-type: none"> Commitment to getting the best outcomes for all students and promoting the ethos and values of the school. Commitment to equal opportunities and securing good outcomes for students with SEN or a disability. Ability to work under pressure and prioritise effectively. Commitment to maintaining confidentiality at all times. Commitment to safeguarding and equality. Current, enhanced DBS clearance. Energy, drive, enthusiasm, flexibility, patience, warmth, humour and commitment to students, with a positive approach to managing change. Evidence of the placement of the child at the centre of all school improvement. Experience in promoting enrichment and extra-curricular activities. 	X X X X X X X X X	X

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	<ul style="list-style-type: none"> • Knowledge of the statutory requirements and other relevant legislation relating to child protection procedures and safeguarding. • An excellent attendance record. • Positive outlook. • Team player. 	X X X	
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