



Cowes Primary School

SENCo/Inclusion

Leader

Person Specification

	Essential	Desirable
Qualifications	Qualified Teacher Status National Award for Special Educational Co-ordinators	Evidence of continuous INSET with particular reference to Special Educational Needs.
Experience	<i>The SENCO should have experience of</i> <ul style="list-style-type: none">❖ Being a SENCo❖ At least four years' experience in the primary sector❖ Evidence of continuing professional development❖ Evidence of work with colleagues in primary schools❖ Experience of training other teachers❖ Experience of working alongside other teachers to support their professional development❖ Experience of setting targets and monitoring, evaluating and recording progress	In addition, the SENCO might have <ul style="list-style-type: none">❖ Experience of teaching the whole primary age range, including EYFS, dealing with a range of SEN.❖ Experience of leading a team of teachers on a curriculum initiative❖ Experience of budget management

Knowledge and Understanding	<p><i>The SENCO should have knowledge and understanding of</i></p> <ul style="list-style-type: none"> ❖ The SEN Code of Conduct and its practical application ❖ The EHCP process and the evidence needed ❖ Behaviour management techniques for groups and individuals ❖ Familiarity with a range of Special Educational Needs ❖ Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills ❖ Good understanding of factors promoting effective transfer of learners from one phase of education to the next ❖ Good understanding of the principles behind school improvement including school improvement planning, monitoring, review and evaluation of progress 	<p><i>In addition the SENCO might have knowledge and understanding of</i></p> <ul style="list-style-type: none"> ❖ Using comparative information about attainment ❖ The funding support mechanism for SEN ❖ The roles and responsibilities of educational psychologists and of learning and behaviour support services ❖ Pastoral support plans ❖ An understanding of Government initiatives to raise achievement ❖ Knowledge and understanding to support EAL children ❖ Knowledge and understanding of Attachment Theory and supporting pupils presenting with Attachment disorders ❖ Team Teach or other positive handling approaches
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Skills	<p><i>The SENCO will be able to:</i></p> <ul style="list-style-type: none"> ❖ Make consistent judgements based on careful analysis of available evidence ❖ Excellent classroom practitioner ❖ Good communication skills, both written and oral ❖ Good presentation skills with the ability to enthuse and motivate others ❖ Good organisation skills ❖ Good influencing and negotiation skills. ❖ Empathise with the difficulties of SEN pupils in accessing the curriculum ❖ Manage the co-ordination of teaching assistants in support of SEN pupils ❖ Organise and sustain systematic support from a variety of providers for a range of SEN 	<ul style="list-style-type: none"> ❖ Confident in the use of information and communication technology. ❖ Advise and motivate teaching staff with SEN initiatives
Personal Characteristics	<ul style="list-style-type: none"> ❖ Willingness to share expertise, skills and knowledge ❖ Ability to lead by example and gain buy in from colleagues ❖ Commitment to team working ❖ Willingness to address challenging issues with clarity of purpose and diplomacy ❖ Excellent communication ❖ Resilience ❖ Calm under pressure 	<ul style="list-style-type: none"> ❖ Be willing to listen to and reflect on other points of view and be adaptable where needed ❖ Realism – understand what is feasible and manageable and explain these reasons clearly to a range of stakeholders