



## Person specification: SENDco

Qualifications and training	Essential	Desirable
<ul style="list-style-type: none"> <li>Relevant degree</li> <li>Qualified Teacher Status</li> <li>Qualified SENDCo (National SENDCo Award)</li> <li>Commitment to undertake Level 3 Safeguarding training</li> <li>Recent and relevant professional development</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Further professional qualification</li> <li>Accredited qualification for assessing and teaching students with specific learning difficulties or Access Arrangements</li> </ul>		✓

Knowledge and experience	Essential	Desirable
<ul style="list-style-type: none"> <li>Teaching experience in the Secondary school sector</li> <li>Working knowledge of the SEND Code of Practice</li> <li>Working successfully with SEND students in mainstream setting</li> <li>Use of assessment and attainment data and information to improve standards</li> <li>Experience of working with 3<sup>rd</sup> parties and external agencies</li> <li>Knowledge of up to date developments in SEND</li> <li>Experience of coaching or mentoring young people</li> <li>Success in identifying and delivering appropriate interventions</li> <li>Experience of working with parents to support student progress</li> <li>Experience of deploying staff effectively</li> <li>Supporting and training staff to support student welfare and progress</li> <li>Experience of maintaining a SEND register</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Experience of leading annual reviews for students with EHCPs</li> <li>Experience of managing a budget</li> <li>Experience of middle leadership</li> <li>First Aid qualification or experience</li> <li>Experience of deploying staff effectively</li> </ul>		✓



Personal qualities	Essential	Desirable
<ul style="list-style-type: none"> <li>• Commitment to supporting the Catholic ethos of our school</li> <li>• Commitment to high quality and inclusive education</li> <li>• A commitment to promoting and safeguarding the welfare of young people</li> <li>• Credibility and professionalism</li> <li>• The ability to drive change and improve standards</li> <li>• Excellent communication skills</li> <li>• The ability to converse at ease with members of the public and provide advice and information in accurate spoken English</li> <li>• Ability to motivate, inspire and challenge students</li> <li>• Ability to plan, prioritise and organise self and others</li> <li>• An enthusiastic and committed teacher</li> <li>• Calm, adaptable, dependable, resilient and reliable</li> <li>• Ability to inspire the trust, confidence and respect of students, staff, governors and the community</li> <li>• Stamina, resilience, and tenacity</li> <li>• Ability to work under pressure and to deadlines</li> <li>• Ability to establish and maintain good relationships with others</li> <li>• Excellent timekeeping</li> <li>• Ability to receive feedback professionally and act on guidance appropriately</li> <li>• Commitment to further own professional development</li> <li>• The ability to be able to communicate effectively in a range of situations and be able to adapt style and approach where necessary to achieve the desired outcome</li> <li>• High expectations of self and others</li> </ul>	✓	

Other	Essential	Desirable
<ul style="list-style-type: none"> <li>• Commitment to the aims and the ethos of the school</li> <li>• Flexibility and a willingness to be involved in change</li> <li>• A commitment to maintaining confidentiality and discretion inside and outside of school</li> <li>• A positive approach to challenges, which seeks solutions to problems and addresses difficulties with cheerfulness and good humour</li> <li>• Foster a fair and equitable culture, managing conflict where necessary</li> <li>• Think creatively in order to anticipate and solve problems.</li> </ul>	✓	