

## **Person Specification:**

### Essential Criteria

#### Qualifications and Experience:

- Qualified Teacher Status (QTS)
- A relevant undergraduate degree.
- National Award for SEN Coordination (NASENCo) or National Professional Qualification (NPQ) for SENCOs (or if relevant other experience, a willingness to undertake the NPQ SENCO within 3 years of appointment).
- Significant and successful experience of working with students with a wide range of Special Educational Needs and Disabilities (SEND) in a secondary school setting.
- Demonstrable experience of leading and managing SEND provision, including the development and implementation of Individual Education Plans (IEPs) or equivalent personalised learning plans.
- Proven experience of working effectively with external agencies (e.g., Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Local Authority SEND teams).
- Experience of contributing to and implementing whole-school SEND policies and procedures.
- Experience of managing and deploying support staff effectively.
- Experience of using data to track student progress and inform interventions for students with SEND, analysing and sharing this with senior leaders and school Governing bodies.

#### Knowledge and Understanding:

- A thorough understanding of the current SEND Code of Practice and relevant legislation.
- Up-to-date knowledge of a range of SEND and effective teaching and learning strategies to meet diverse needs.
- Understanding of different assessment methods and their application to identifying and supporting students with SEND.
- Knowledge of inclusive practices and strategies for creating an accessible and supportive learning environment for all students.
- Understanding of the principles of differentiation and personalisation of learning.
- Knowledge of child protection and safeguarding procedures.

#### Skills and Abilities:

- Leadership and Management: Ability to lead, motivate, and inspire a team of

support staff and work collaboratively with teaching staff.

- Communication and Interpersonal Skills: Excellent written and oral communication skills, with the ability to communicate effectively with students, parents/carers, staff, and external agencies.
- Organisational and Time Management Skills: Ability to manage a complex workload, prioritise tasks effectively, and meet deadlines.
- Problem-Solving and Analytical Skills: Ability to analyse data, identify needs, and develop effective strategies and interventions.
- ICT Skills: Competent in the use of ICT for record-keeping, data analysis, communication, and resource creation.
- Collaboration and Teamwork: Ability to work effectively as part of a team and build positive relationships with colleagues.
- Empathy and Patience: Ability to understand and respond sensitively to the needs of students, parents/carers, and staff.

#### Personal Qualities:

- A strong commitment to inclusive education and the belief that all students can achieve.
- A positive and proactive approach to challenges.
- Resilience and the ability to remain calm under pressure.
- A commitment to continuous professional development.
- A commitment to the safeguarding and well-being of all students.
- Enthusiasm and a passion for supporting students with SEND.

#### Desirable Criteria

- A Master's degree in a relevant field (e.g., Special and Inclusive Education).
- Experience of delivering SEND training to staff.
- Experience of managing a SEND budget.
- Experience of working with students with English as an Additional Language (EAL).
- Experience of contributing to the development of the school's strategic plan in relation to SEND.