



SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCO) PERSON SPECIFICATION

EDUCATIONAL QUALIFICATIONS AND ACHIEVEMENTS

Essential	Desirable
<p>A Degree with Honours.</p> <p>Qualified Teaching Status.</p> <p>Considerable experience of working with Special Educational Needs, with a proven track record of outstanding classroom practice.</p>	<p>Further professional qualifications in special educational needs, educational psychology, or related areas.</p> <p>Experience working in a leadership capacity, ideally in a SENCo or similar role, within a secondary school setting.</p> <p>A post-graduate qualification in Special Educational Needs (e.g. NASENCo), or a commitment to complete this within an agreed time frame.</p> <p>Qualified to assess for Access Arrangements, holding a level 7 Assessment Practising Certificate (APC) or equivalent.</p>

KNOWLEDGE AND EXPERIENCE

Essential	Desirable
<p>The SENCo should have experience of:</p> <ul style="list-style-type: none">Teaching to pupils at KS3 and KS4.Evidence of continuing professional development (specifically in the area of SEND).Evidence of working collaboratively with colleagues.Experience of budget management.Experience of working alongside other teachers in development and learning.Experience of setting targets and monitoring, evaluating and recording progress. <p>A thorough understanding of relevant legislation and best practices in SEN, including the SEND Code of Practice, and the ability to implement this knowledge within the school environment.</p> <p>Experience in pastoral care, including knowledge of safeguarding policies and procedures.</p> <p>Experience and understanding of Access Arrangements with a working knowledge of JCQ regulations.</p>	<p>Familiarity with the independent school sector.</p> <p>Knowledge and experience of managing SEN budgets.</p> <p>Experience of establishing relationships with local authorities, specialists, and other external agencies, including educational psychologists and speech and language therapists in order to liaise effectively.</p> <p>Knowledge and understanding of inclusion and its contribution to success for all.</p> <p>Up to date knowledge of the ISI framework.</p>

Knowledge, understanding and use of positive behaviour for learning strategies.

SKILLS AND ABILITIES

Essential	Desirable
<p>Ability to inspire, motivate, and lead others to deliver high standards in both academic and pastoral aspects of the school.</p> <p>Excellent communication skills, with the ability to engage effectively with pupils, staff, parents, Board of Governors, and external stakeholders.</p> <p>Ability to represent the school and its values with confidence, particularly in public forums and at key events.</p> <p>High level of interpersonal skills and the ability to build strong relationships across the school community.</p> <p>A deep commitment to pupil wellbeing and personal development, ensuring that all pupils feel safe, valued, and supported.</p> <p>Strong organisational skills, with the ability to manage multiple priorities and meet deadlines.</p> <p>Strong understanding of assessment systems and the use of data to monitor and improve pupil outcomes.</p> <p>Experience in setting targets, monitoring progress, and evaluating success to continuously raise academic standards.</p>	<p>Familiarity with assistive technology and digital resources to support the learning of pupils with additional needs.</p> <p>Experience in contributing to or leading school-wide strategic planning, particularly in relation to inclusion and SEND provision.</p> <p>Confidence using ISAMS and CPOMS.</p> <p>Budget management skills and efficient resource management.</p>

PERSONAL ATTRIBUTES AND QUALITIES

Essential	Desirable
<p>High level of personal integrity and ethical standards, with a commitment to fairness, inclusivity, and respect for diversity.</p> <p>A strong role model for pupils and staff alike, demonstrating professionalism in all areas of school life.</p> <p>Commitment to equality of opportunity and passion for promoting an inclusive environment where all pupils, regardless of background or ability, can succeed and thrive.</p> <p>Ability to maintain strict confidentiality of information.</p> <p>Commitment to continuous personal and professional development, staying abreast of developments in the educational sector</p>	<p>A proactive approach to self-improvement and professional development, with a willingness to attend relevant training and conferences to stay current with best practices in the field.</p>