

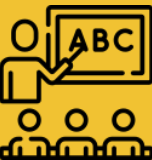





Holyhead School Person Specification

Position: Deputy SENDCo

Area	Essential	Desirable	To evidence via...
Qualifications 	<ul style="list-style-type: none"> ★ Qualified Teacher Status (QTS) ★ Degree-level qualification ★ National professional qualification (NPQ) for SENCOs (or NASENCO) 	<ul style="list-style-type: none"> ★ Other SEND-specific qualification or formal SEND training 	<ul style="list-style-type: none"> → Application form → Certificates
Experience 	<ul style="list-style-type: none"> ★ Substantial experience working with pupils with SEND in a school setting ★ Experience coordinating Assess–Plan–Do–Review cycles ★ Experience gathering and managing evidence for EHCPs, reviews, and access arrangements ★ Experience working with parents/carers and liaising with external professionals ★ Experience of leading CPD/INSET training for staff ★ Involvement in self-evaluation and developmental planning 	<ul style="list-style-type: none"> ★ Previous SENDCo experience, including supporting or deputising for a SENDCo ★ Experience overseeing or line-managing support staff ★ Direct experience working with SENAR / Local Authority services 	<ul style="list-style-type: none"> → Application form → Certificates / CPD records
Teaching and Learning 	<ul style="list-style-type: none"> ★ Secure understanding of reasonable adjustments and inclusive classroom practice ★ Understanding of what makes 'quality first' teaching, and of effective intervention strategies ★ Ability to support staff in implementing SEND support plans effectively 	<ul style="list-style-type: none"> ★ Experience delivering or contributing to SEND-related CPD ★ Strong ability to use data to evaluate the impact of SEND provision 	<ul style="list-style-type: none"> → Application form → CPD records → Interview → Task or scenario → References

<p>Knowledge</p> 	<ul style="list-style-type: none"> ★ SEND Code of Practice (2015) and Assess–Plan–Do–Review cycle ★ Reasonable adjustments and inclusive practice in secondary settings ★ Secure understanding of access arrangements and “normal way of working” (JCQ) ★ EHCP processes and annual review requirements 	<ul style="list-style-type: none"> ★ Current and emerging SEND reforms ★ Changes to the Ofsted inspection framework, particularly inclusion ★ Wave 2 / Wave 3 provision models ★ SEND data, provision mapping, and impact evaluation ★ Local authority / SENAR systems and processes 	<ul style="list-style-type: none"> → Application form → Certificates / CPD records → Interview
<p>Attitudes and Values</p> 	<ul style="list-style-type: none"> ★ Strong commitment to inclusion, equity, and high expectations for pupils with SEND ★ Clear understanding of Deputy SENDCo role boundaries and statutory accountability ★ Collaborative, professional approach to working with staff and families ★ Reflective practitioner open to feedback and professional development 		<ul style="list-style-type: none"> → Application form → Interview → References
<p>Personal Qualities and Attributes</p> 	<ul style="list-style-type: none"> ★ Highly organised with strong attention to detail ★ Confident, clear communicator ★ Ability to work under pressure, prioritise, meet deadlines, and manage competing operational demands ★ Initiative and determination ★ Commitment to maintaining confidentiality at all times ★ Commitment to safeguarding and equality ★ Adaptable and resilient ★ Optimistic, has vision and creativity ★ Empathetic with a deep sense of integrity ★ Sense of humour ★ Calm, solution-focused approach when dealing with complex or sensitive cases 		<ul style="list-style-type: none"> → Application form → Interview → References