



Frieth  
Henley-on-Thames  
RG9 6PR

email: [office@friethschool.co.uk](mailto:office@friethschool.co.uk)  
[www.friethschool.co.uk](http://www.friethschool.co.uk)

Tel: 01494 881554

## PERSON SPECIFICATION: CLASS TEACHER/ SENDCo

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS).</li> <li>• Evidence of successful leadership at middle level within a primary school.</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCo national professional qualification (NPQ)</li> <li>• Evidence of sustained and impactful professional development in SEND, inclusion, or leadership.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Significant and successful teaching experience within the primary phase.</li> <li>• Proven experience of leading whole-school initiatives with measurable impact on pupil outcomes.</li> <li>• Experience of working collaboratively with senior leaders, governors, and wider school stakeholders.</li> <li>• Experience of supporting pupils with SEND, disadvantaged pupils, and those with additional needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading assessment, curriculum, or inclusion at whole-school level.</li> <li>• Experience of staff performance management, coaching, or appraisal.</li> <li>• Experience of working in partnership with parents, external agencies, and other schools to support vulnerable pupils.</li> <li>• Experience of coordinating SEND provision or contributing to statutory processes (e.g. EHCPs).</li> </ul>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Strong understanding of effective primary pedagogy and how children learn.</li> <li>• Understanding of assessment, data analysis, and strategies for raising attainment and closing gaps, including for disadvantaged, SEND, and EAL pupils.</li> <li>• Knowledge of the statutory National Curriculum and statutory assessment requirements.</li> <li>• Clear understanding of safeguarding, child protection, equality legislation, health and safety, and SEND requirements.</li> <li>• Understanding of performance management processes and teachers' professional standards.</li> <li>• Knowledge of effective behaviour management and the creation of a positive, inclusive school culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of SEND legislation, the SEND Code of Practice, and inclusive practice.</li> <li>• Understanding of financial and budgetary considerations relating to SEND provision.</li> <li>• Knowledge of partnership working across schools, multi-agency collaboration, and external support services.</li> <li>• Understanding of change management and leading improvement in inclusion and SEND.</li> <li>• Experience with school improvement planning, self-evaluation, and Ofsted frameworks.</li> </ul>
<b>Skills</b>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Ability to provide decisive, confident, and compassionate leadership, particularly in relation to inclusion and SEND.</li> <li>• Ability to work in partnership with senior leaders to shape, communicate, and deliver the school's strategic vision for inclusion.</li> <li>• Ability to lead and inspire staff to deliver high-quality teaching, learning, and provision for all pupils.</li> <li>• Excellent communication skills, with the ability to engage staff, governors, parents, pupils, and external partners.</li> </ul>	

	<ul style="list-style-type: none"><li>• Ability to develop, implement, and review policies and systems that support inclusion.</li><li>• Strong organisational skills, with the ability to manage workload, deadlines, and competing priorities.</li><li>• Ability to build positive, professional relationships based on trust, high expectations, and mutual respect.</li><li>• Ability to lead professional development and coach others to improve practice.</li><li>• Ability to represent the school confidently in external meetings, networks, and multi-agency forums.</li></ul>
<b>Personal characteristics</b>	<p><b>Essential:</b></p> <ul style="list-style-type: none"><li>• Integrity, professionalism and loyalty.</li><li>• High levels of motivation, commitment, and accountability.</li><li>• A positive, solution-focused mindset that inspires confidence and trust.</li><li>• Approachability, empathy and emotional intelligence, balanced with high expectations and appropriate challenge.</li><li>• Flexibility and adaptability to meet the evolving needs of the school and its pupils.</li><li>• A strong commitment to equality, inclusion, and safeguarding.</li></ul>