

OAKRIDGE SCHOOL - 'WORKING TOGETHER TO SUCCEED'

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SENDCo Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Degree level qualification (2:2 or better) with Qualified Teacher status 	<ul style="list-style-type: none"> National Award For SEND (NASENCo) or willingness to apply Evidence of CPD and commitment to further professional development with particular reference to Special Educational Needs.
Experience	<ul style="list-style-type: none"> Experience teaching SEND children Evidence of continuing professional development Experience of target setting and improving pupil outcomes 	<ul style="list-style-type: none"> Experience of leading SEND Experience of leading and training teaching teams Leading the development of teaching and learning for pupils with SEND across the school Working in partnership with external agencies Working in partnership with parents Experience of leading annual review meetings Leadership experience Experience of budget management
Knowledge and understanding	<ul style="list-style-type: none"> The SEND Code of practice 2014 What constitutes quality first teaching 	<ul style="list-style-type: none"> How to prepare for and request assessment for an EHC plan The Threshold document for safeguarding and child protection

	<ul style="list-style-type: none"> ● Statutory National Curriculum and EYFS requirements at the appropriate key stages ● Understanding of the needs of SEN children and their barriers to learning. ● Effective teaching and learning styles 	<ul style="list-style-type: none"> ● Developing links between schools, especially partner schools ● Systems for monitoring, assessment, recording and reporting of pupils' progress ● How to refer into external agencies for further support or assessment ● The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND
Skills	<ul style="list-style-type: none"> ● Promote the school's aims positively, and use effective strategies to monitor motivation and morale ● Develop good personal relationships within a team ● Establish and develop close relationships with parents, governors and the community ● Communicate effectively (both orally and in writing) to a variety of audiences ● Confident and competent use of information technology for communication purposes ● Contribute to a happy, challenging and effective learning environment ● Well organised 	<ul style="list-style-type: none"> ● Have good influencing and negotiating skills ● Be able to breakdown and explain assessment reports from external agencies for parents ● Develop strategies for creating community links
Personal characteristics	<p>Kind Approachable Committed Empathetic Diplomatic Sensitive Enthusiastic Organised Patient Resourceful</p>	

	Resilience Integrity	
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