

SENDCo Person Specification

Qualifications & Experience	Essential	Desirable
• Qualified Teacher Status (QTS)	✓	
• National Award for SEN Co-ordination / NQPSENCo, or a willingness to complete it within 3 years of appointment	✓	
• Degree	✓	
• Evidence of on-going CPD	✓	
• Secure knowledge of safeguarding and child protection issues	✓	
• Leadership or management training		✓
• DSL or advanced safeguarding training		✓
Relevant Experience	Essential	Desirable
• Experience of leading or influencing whole-school SEND provision or practice	✓	
• Experience of teaching pupils across EYFS, KS1 & KS2	✓	
• Experience of supporting pupils with SEND and/or SEMH needs with positive outcomes	✓	
• Experience of working with pupils with complex vulnerabilities	✓	
• Experience of EHCP processes, annual reviews and statutory compliance	✓	
• Experience of planning, assessing and reviewing provision for pupils with additional needs	✓	
• Experience of working collaboratively with staff, families and external agencies	✓	
• Experience of using data to monitor progress and inform provision	✓	
• Experience of supporting pupil reintegration, transition or alternative provision pathways	✓	
• Experience of delivering staff training or leading CPD		✓
• Experience of contributing to governance processes, including reporting to governors or statutory compliance	✓	
Knowledge, Skills & Abilities	Essential	Desirable
• Ability to lead strategic improvement and implement change	✓	
• Ability to influence senior leaders and drive whole-school change	✓	
• Ability to lead, co-ordinate and evaluate SEND provision effectively	✓	
• Ability to analyse data and use it to drive improvement and pupil outcomes	✓	
• Ability to support and develop staff in inclusive and adaptive teaching practice	✓	
• Strong IT skills to support assessment, tracking and communication		✓
• Strong communication skills with a range of stakeholders	✓	
• Ability to building positive relationships with pupils, including those with complex needs	✓	
• Ability to work effectively as part of a multi-disciplinary team	✓	
• Ability to promote engagement, attendance and positive behaviour	✓	
• Ability to prepare and present clear, analytical reports to SLT and Governors	✓	
• Ability to monitor compliance and ensure accuracy of statutory documentation and website information.	✓	
Equality Issues	Essential	Desirable
• Committed to equality, diversity, inclusivity and safeguarding in education	✓	
• Ability to work sensitively with pupils and families from diverse backgrounds	✓	
• Ability recognise and challenge discrimination appropriately	✓	
• Commitment to equality and diversity in the workplace	✓	
• Experience of supporting pupils with complex social, cultural or economic barriers		✓

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Specialist Knowledge	Essential	Desirable
• Strong understanding of SEND, SEMH and barriers to learning	✓	
• Knowledge of the SEND Code of Practice	✓	
• Knowledge of effective behaviour strategies, including relational and therapeutic approaches	✓	
• Understanding of safeguarding procedures and responsibilities	✓	
• Understanding of inclusive teaching and adaptive practice	✓	
• Secure understanding of statutory SEND requirements including policy compliance, publication duties and Local Authority processes.	✓	
• Knowledge of alternative provision, reintegration pathways and outreach models		✓
• Knowledge of Local Authority processes (e.g. EHCP funding, placement pathways)		✓
• Specialist training (e.g. Team Teach or equivalent)		✓
Personal/Professional Attributes	Essential	Desirable
• Committed to safeguarding, inclusion and pupil wellbeing	✓	
• Demonstrates high levels of professionalism, communications (including accurate and fluent spoken English), integrity and accountability	✓	
• Demonstrates confident to challenge, influence and lead change at all levels	✓	
• Strong commitment to improving outcomes for vulnerable pupils	✓	
• Emotional resilience and ability to remain calm under pressure	✓	
• High expectations of pupil behaviour, engagement and achievement	✓	
• Commitment to continuous professional development	✓	
• Flexible and adaptable approach	✓	
• Demonstrates a commitment to contributing positively to the wider life and ethos of the academy, including effective teamwork and the ongoing development of provision.	✓	
• Experience of contributing to whole school improvement		✓
• Ability to lead change and support organisational development		✓
•		✓