

Our Lady of Lourdes Catholic Primary School

Person Specification: SENDCO

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status (QTS) • Educated to degree level 	<ul style="list-style-type: none"> • Qualified SENDCO Status • Specialist qualifications in SEN (including NASENCO, SPLD, SEMH, ASD, ADHD) • OCR Level 7 Diploma in assessing and teaching learners with specific learning difficulties • Evidence of continuous INSET with particular reference to Special Educational Needs (SEN)
Experience	<ul style="list-style-type: none"> • At least four years' experience in the primary sector • Evidence of continuing professional development • Evidence of professional collaboration • Experience of training other teachers • Experience of working alongside other teachers to support their professional development • Experience of setting targets and monitoring, evaluating and recording progress 	<ul style="list-style-type: none"> • Experience teaching across primary age range of the school, dealing with a broad scope of SEN. • Experience of leading a team of teachers on a curriculum initiative • Experience of budget management • Experience of leading a team of teaching assistants • Experience of enhanced pathways

Knowledge & Understanding	<ul style="list-style-type: none"> • Practical application of the SEN Code of Practice • The Educational, Health & Care Plan (EHCP) process and the evidence required • Behaviour management techniques for groups and individuals • Familiarity with a range of Special Educational Needs • Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills • Good understanding of factors promoting effective transfer of learners from one phase of education to the next <ul style="list-style-type: none"> • Good understanding of the principles behind school improvement including school improvement planning monitoring 	<ul style="list-style-type: none"> • Using comparative information about attainment • The funding support mechanism for SEN • The roles and responsibilities of educational psychologists and of learning and behaviour support services • Pastoral support plans • An understanding of Government initiatives to raise achievement • Knowledge and understanding to support EAL children • Knowledge and understanding of Attachment Theory and supporting pupils presenting with Attachment disorders • Team Teach or other positive handling approaches
--------------------------------------	--	--

Category	Essential	Desirable
Skills	<ul style="list-style-type: none"> • Make consistent judgements based on careful analysis of available evidence • Provide evidence of excellent classroom practice • Strong communication skills, both written and oral • Good presentation skills with the ability to enthuse and motivate others • Good organisation skills • Good influencing and negotiation skills • Empathise with the difficulties of SEN pupils in accessing the curriculum <ul style="list-style-type: none"> • Manage the co-ordination of teaching assistants in support of SEN pupils • Organise and sustain systematic support from a variety of providers for a range of SEN 	<ul style="list-style-type: none"> • Confident in the use of information and communication technology. • Advise and motivate teaching staff with SEN initiatives

Personal Characteristics	<ul style="list-style-type: none">• Willingness to share expertise, skills and knowledge• Ability to lead by example• Commitment to team working<ul style="list-style-type: none">• Willingness to address challenging issues with clarity of purpose and diplomacy• Excellent communication• Resilience• Calm under pressure	<ul style="list-style-type: none">• Be willing to listen to and reflect on other points of view and be adaptable where needed
---------------------------------	--	---