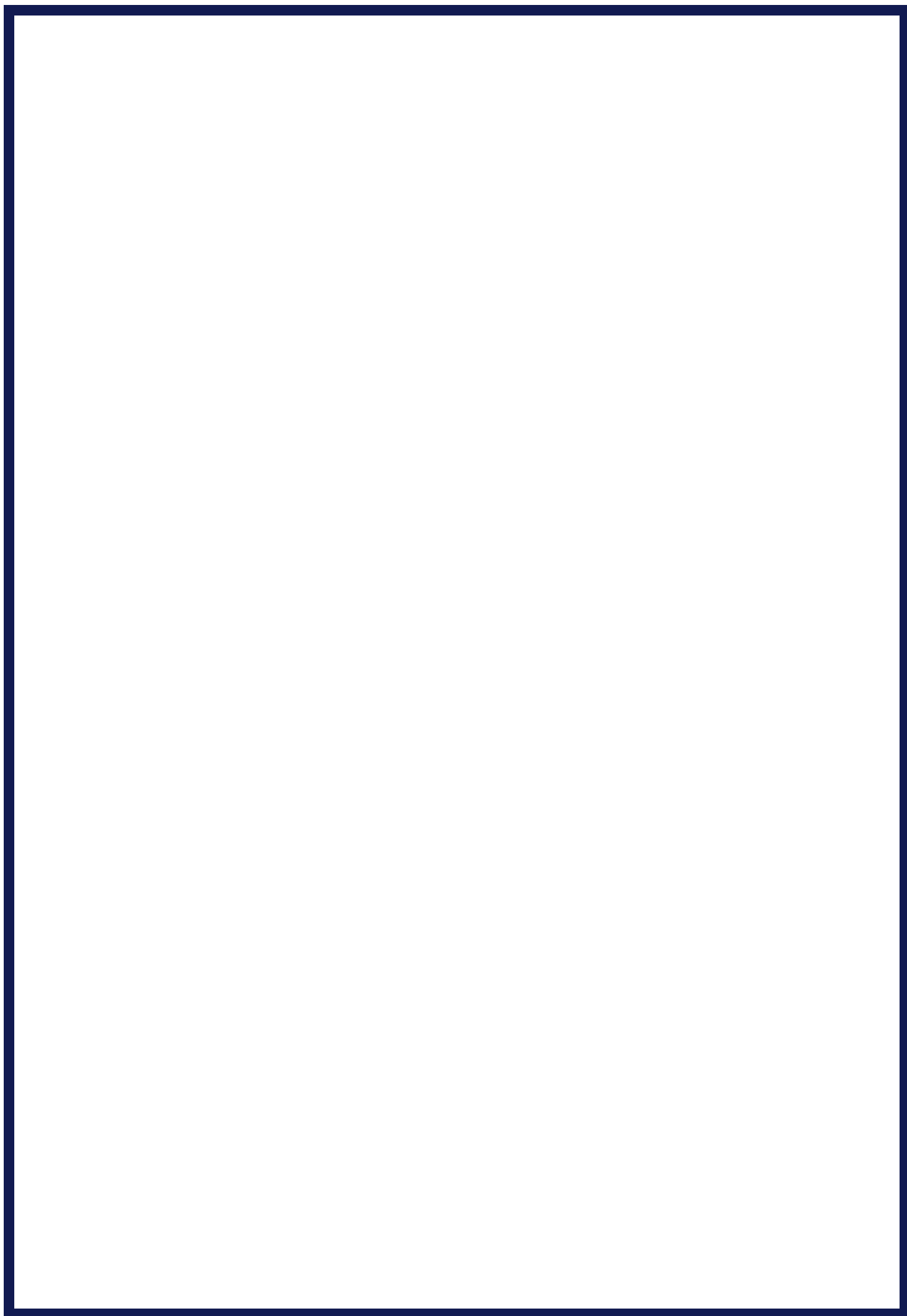




Person Specification – SENCO DSL

	Essential	Desirable
Qualifications	• Qualified Teacher Status (QTS). • Qualified SENCO or commitment to achieve the mandatory SENCO qualification within the required timeframe. • Degree or equivalent qualification. • Evidence of ongoing professional development in SEND, safeguarding or inclusion.	• National Professional Qualification for SENCO (NPQ SENCO) or equivalent. • National Professional Qualification in Headship, Senior Leadership or Inclusion. • Designated Safeguarding Lead training. • Relevant safeguarding, SEND or leadership qualifications.
Work or Relevant Experience:	• Significant successful teaching experience in a secondary school setting. • Experience of supporting students with SEND across a range of needs. • Experience of working with vulnerable and disadvantaged students. • Experience of multi-agency working and partnership with external services. • Experience of leading staff and driving improvement. • Experience of safeguarding and child protection processes.	• Experience as a SENCO and/or DSL in a secondary school. • Experience as a member of a senior leadership team. • Experience managing specialist provision, hubs or alternative provision. • Experience managing SEND and Pupil Premium budgets. • Experience of leading whole-school training and professional development. • Experience of leading safeguarding audits and inspections.
Skills/Knowledge	• Excellent knowledge of the SEND Code of Practice. • Thorough understanding of safeguarding legislation and guidance, including Keeping Children Safe in Education and Working Together to Safeguard Children. • Understanding of the Equality Act and statutory responsibilities relating to SEND and inclusion.	• Knowledge of current research and developments in inclusive education. • Understanding of alternative provision and specialist settings. • Experience of preparation for Ofsted inspections.

	• Knowledge of EHCP processes, Annual Reviews and graduated response approaches. • Understanding of barriers to learning and strategies to improve outcomes for vulnerable learners. • Ability to provide strategic leadership and drive high standards of inclusion. • Ability to analyse data and use evidence to inform decision-making. • Ability to lead, motivate and develop staff effectively. • Excellent communication and interpersonal skills. • Ability to build strong relationships with students, families, governors and external agencies. • Ability to manage complex and sensitive safeguarding cases appropriately. • Strong organisational skills and ability to prioritise competing demands. • Ability to write high-quality reports and present information to governors and external professionals. • Competence in the use of school information systems, including safeguarding and SEND tracking systems.	• Knowledge of local authority SEND and safeguarding procedures. • Advanced coaching and mentoring skills. • Experience of delivering whole-school change programmes.
Personal Attributes	• Passionate commitment to safeguarding, inclusion and improving outcomes for all students. • High levels of integrity, professionalism and confidentiality. • Resilient, calm and solution-focused under pressure. • Visible and inspirational leader with high expectations of self and others. • Collaborative and able to work effectively across teams. • Commitment to equality, diversity and inclusion.	

	• Commitment to continuous professional learning and school improvement.	
Special Conditions	• Sufficiently fluent in spoken English to ensure effective performance in the role • Able to work at times to meet the needs of the service • Willingness to undertake an enhanced Disclosure and Barring Service (DBS) check • Understanding the importance of safeguarding and promoting the welfare of children.	