



PERSON SPECIFICATION

JOB TITLE	SENDCo
DEPARTMENT	Inclusion and Learning Support
SECTION	Senior School
LINE MANAGER	Group Director of Inclusion

The successful candidate will be required to fulfil all duties as outlined in the job description. In addition to this, the candidate should possess the following competencies which are essential to this position:

CRITERIA	ESSENTIAL	DESIRABLE
QUALIFICATIONS AND TRAINING		
Qualified Teacher Status (QTS).	√	
Good honours degree.	√	
National Professional Qualification for SENCOs (NPQ SENCO) or National Award for SEN Co-ordination (NASENCO), or a commitment to complete the NPQ SENCO within three years of appointment.	√	
Evidence of sustained professional development in SEND, inclusion or a related field.	√	
Level 7 assessor qualification for Access Arrangements (e.g. CPT3A, AMBDA, APC or equivalent).		√
Specialist qualification in teaching learners with SpLD or another area of need.		√
Safeguarding training to Deputy DSL level.		√
EXPERIENCE AND KNOWLEDGE		
Successful teaching experience in a secondary school, including at GCSE and/or A Level, with a track record of enabling pupils with SEND to make strong progress.	√	
Experience of leading or coordinating SEND provision in a secondary setting, as a SENDCo, Deputy SENDCo or equivalent.	√	
Experience of managing JCQ Exam Access Arrangements, including normal way of working evidence and Form 8 processes.	√	
Experience of EHCP processes, including requests for assessment, Annual Reviews and working with local authorities.	√	
Experience of leading staff development in adaptive teaching and inclusive classroom practice.	√	
Experience of line managing, supervising or developing learning support staff.	√	
Strong, current understanding of the SEND Code of Practice, the Equality Act 2010, JCQ regulations, KCSIE and recent national SEND developments.	√	

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Secure knowledge of neurodiversity-informed practice, including autism, ADHD, dyslexia and SpLD, DLD, and the overlaps between neurodiversity and mental health.	√	
Experience in a UK independent or academically selective school.		√
Experience of Sixth Form provision and post-18 transition, including university applications, Disabled Students' Allowance and admissions test arrangements.		√
Experience of working across schools or phases, including transition from primary to secondary.		√
Experience of provision mapping systems and management information systems		√
SKILLS AND APTITUDES		
An expert, credible classroom practitioner, able to model adaptive teaching and coach colleagues to improve their practice.	√	
Excellent organisational and prioritisation skills, with the ability to manage complex caseloads, competing priorities and to meet statutory and examination deadlines.	√	
Excellent written and verbal communication with staff, pupils, parents/carers and external professionals, including the ability to handle sensitive conversations with empathy and clarity.	√	
Strong analytical skills, with the ability to use data and qualitative evidence to evaluate impact and drive improvement.	√	
A meticulous eye for detail and a confident grasp of compliance and record-keeping.	√	
The ability to lead confidently within their own setting while working collaboratively within a Group-wide strategic framework.	√	
Familiarity with research-informed approaches, such as those promoted by the EEF and the Universal Design for Learning framework.		√
Experience of using and championing assistive technology to support independence.		√
PERSONAL QUALITIES		
Child-centred, with a deep commitment to inclusion, equity and the dignity of every pupil.	√	
High expectations for pupils with SEND, combined with a realistic, honest approach to what provision can achieve.	√	
Collaborative and collegiate, with the ability to build trust with colleagues, parents/carers and partner schools.	√	
Reflective, intellectually curious and willing to challenge established practice in light of evidence.	√	
Resilient, calm under pressure, solutions-focused and emotionally intelligent.	√	
Discretion, integrity and absolute commitment to safeguarding and the welfare of children.	√	
Willingness to contribute to the co-curricular and pastoral life of Forest.	√	

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