

## ELSTON HALL LEARNING TRUST

### Person Specification – SENDCO

	<b>Essential</b>	<b>Desirable</b>	<b>Tested by</b>
Experience	<ul style="list-style-type: none"> <li>• Experience of teaching within Primary a primary setting.</li> <li>• Experience of leading training with the ability to enthuse and motivate others across school</li> <li>• Experience of working with SEND pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership experience</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Interview</li> <li>• Classroom observations</li> </ul>
Education and Qualifications	<ul style="list-style-type: none"> <li>• Appropriate teaching qualifications including QTS</li> <li>• Degree</li> <li>• National Award for SEND Co-ordinator (or willingness to undertake this)</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of ongoing professional training</li> </ul>	<ul style="list-style-type: none"> <li>• DfE number</li> <li>• Application Form</li> <li>• Interview</li> </ul>
Skills and Abilities	<ul style="list-style-type: none"> <li>• Excellent classroom practitioner</li> <li>• Ability to lead a team and drive improvements</li> <li>• Effective communicator, both written and oral</li> <li>• Able to work effectively with a range of professionals, external agencies and families</li> <li>• Understanding of planning for differentiation</li> <li>• Effective behaviour management techniques for groups and individuals</li> <li>• Understanding of statutory processes including the review process for EHCP's</li> <li>• Knowledge of a range of SEND (ASD, SLCN, SpLD) and its impact on the learning of students</li> <li>• Ability to accommodate different learning styles within teaching</li> <li>• Accurately analysis of data in order to provide reports and set targets to ensure school improvement.</li> <li>• Sound knowledge of the SEND Code of Practice and its practical application</li> <li>• Exhibit effective Behaviour management techniques for groups and individuals</li> <li>• An understanding of SEND support plans</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of current innovative practice in primary schools</li> <li>• The knowledge of roles and responsibilities of Educational Psychologists and of learning and behaviour support services</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Interview</li> <li>• References</li> </ul>
Motivation and Personality	<ul style="list-style-type: none"> <li>• Self-motivated</li> <li>• Ability to maintain resilience, understanding and positive thinking</li> <li>• Expressed focus on quality and school improvement</li> </ul>		<ul style="list-style-type: none"> <li>• Application form</li> <li>• Interview</li> </ul>

	<ul style="list-style-type: none"> <li>• Appreciation of the importance of a 'team' philosophy</li> <li>• Drive an improvement agenda in circumstances of reluctance</li> <li>• Willing to react flexibly to new or unexpected situations</li> </ul>		
Educational Values	<ul style="list-style-type: none"> <li>• Commitment to securing good outcomes for students with SEND</li> <li>• Recognition of the importance of a stimulating environment</li> <li>• A commitment to the priorities of our curriculum; outside learning, the global dimension, sustainability and cross curricular connections</li> </ul>		<ul style="list-style-type: none"> <li>• Application form</li> <li>• Interview</li> </ul>
Other Factors	<ul style="list-style-type: none"> <li>• Eligibility to live and work in the United Kingdom</li> <li>• Suitability to work with children</li> <li>• Willing to react flexibly to new or unexpected situations</li> </ul>		<ul style="list-style-type: none"> <li>• Interview</li> <li>• Required documentation for Eligibility</li> <li>• Prohibition Check</li> <li>• DBS and Barred List checks</li> </ul>