



## Person Specification – Teacher and SENDCo

	Essential	Desirable	
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree</li> <li>• Enhanced DBS</li> <li>• Specific SENDCo Qualification or working towards National Qualification</li> <li>• Evidence of commitment to further professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Additional training in inclusion/SEND</li> <li>• NPQ</li> </ul>	A/I
<b>Experience</b>	<ul style="list-style-type: none"> <li>• At least 3 years' classroom teaching experience in a primary setting</li> <li>• Experience of SENDco role</li> <li>• Working within SEND or inclusion</li> <li>• Experience of teaching pupils with SEND</li> <li>• Impactful experience of teaching</li> <li>• Experience of working with children with SEN / Disability / SEMH / ASC</li> <li>• Experience of using the outcomes of self-evaluation, data analysis etc. to set targets and influence planning</li> <li>• Strong subject leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of EYFS KS1 and KS2</li> </ul>	A/I/R
<b>CPD</b>	<ul style="list-style-type: none"> <li>• Evidence of some professional development taken in the last two years relevant to SEND</li> <li>• Experience of teaching pupils with SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Having delivered staff training through Insets or staff meetings</li> </ul>	A/I/R
<b>Knowledge, Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Detailed knowledge and understanding of the National Curriculum</li> <li>• Has up to date knowledge of relevant legislation and guidance in relation to working with and the protection of young people</li> <li>• Strong understanding of educational and subject pedagogy</li> <li>• An understanding of the SEND Code of Practice and SEND Law</li> <li>• Ability to adapt teaching to meet students' needs.</li> <li>• Knowledge of guidance and requirements around safeguarding children.</li> <li>• Proven experience of high standards of primary practice.</li> <li>• Experience of monitoring teaching and learning</li> <li>• Understanding of a range of strategies to monitor pupil achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to use data bases such as CPOMS, Integris</li> <li>• Experience of leading appraisals</li> <li>• Experience of organising and facilitating multi agency meetings</li> <li>• Understanding or the relevant LA procedures for SEND and relevant legislation e.g. EHCP annual reviews</li> <li>• Understanding of multi-agency working</li> <li>• Understanding of relevant local and</li> </ul>	A/I/R

	<ul style="list-style-type: none"> <li>• Understanding of how to make use of appropriate data to analyse the performance of children, in order to influence and adapt teaching as well as set targets.</li> <li>• Creates a safe, happy and challenging learning environment.</li> <li>• Can use technology effectively.</li> <li>• Can contribute positively to curriculum development.</li> <li>• Demonstrates excellent behaviour management skills.</li> <li>• High expectations of all stakeholders and others.</li> <li>• An understanding of the medical and mental health issues affecting young people.</li> <li>• A thorough understanding and continuous awareness of safeguarding issues.</li> </ul>	<p>national initiatives relating to SEND</p> <ul style="list-style-type: none"> <li>• Working with Governors and/or parent groups</li> <li>• Experience of leading change and setting targets</li> <li>• Motivate others to achieve their best and enhance their self-esteem</li> </ul>	
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Provide evidence of commitment to continued professional learning development</li> </ul>		A/I
<b>Values</b>	<ul style="list-style-type: none"> <li>• An awareness of the School/Trusts equal opportunities policy</li> <li>• Displays commitment to the protection and safeguarding of young people</li> <li>• Values and respects the views and needs of young people</li> <li>• Is willing to work within organisational procedures and processes and to meet required standards for the role</li> <li>• Demonstrates a commitment to fundamental British Values and an awareness of how these can be promoted in direct work with children</li> </ul>		A/I
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Able to lead by example and demonstrate what effective classroom practice should look like</li> <li>• Able to empathise with pupils and parents</li> <li>• Visibly kind and consistent in communicating with children and their families</li> <li>• Able to motivate and inspire staff and pupils</li> <li>• Demonstrates leadership qualities</li> <li>• Exceptional written English skills</li> <li>• A good health and attendance record.</li> <li>• Able to work under pressure and meet deadlines.</li> <li>• Enthusiastic and driven individual.</li> </ul>		R/I

	<ul style="list-style-type: none"> <li>• Proactive and focused. Highly confident, assertive and efficient in dealing and engaging with all stakeholders.</li> <li>• Good at building relationships at all levels within an organisation.</li> <li>• Highly confidential and discrete.</li> <li>• The ability to prioritise matters and juggle many projects simultaneously.</li> <li>• A team player.</li> <li>• High level of organisation and time management</li> <li>• Able to think creatively</li> <li>• Determined and self-motivated</li> <li>• Inspirational, dedicated and motivated individual</li> <li>• Desire to be the best you can be</li> <li>• Passionate about education</li> <li>• Good sense of humour with the ability to stay calm under pressure</li> <li>• Awareness of confidentiality and the ability to deal appropriately with sensitive or difficult situations</li> <li>• To display the highest levels of integrity and complete trustworthiness and discretion</li> <li>• Be a problem solver, and to be able to reflect upon one's own practice</li> <li>• Good oral and written communication skills</li> <li>• Good interpersonal skills</li> <li>• Able to prioritise and organise work effectively, and to remain calm under pressure</li> <li>• Proactive approach to work being responsive, empathetic and supportive to all within the school</li> <li>• Able to establish effective relationships with those working in and with the school</li> <li>• A commitment to safeguarding and promoting the welfare of children</li> </ul>		
--	--	--	--

**Key:**

<b>A</b>	<b>Application</b>	<b>I</b>	<b>Interview</b>	<b>R</b>	<b>Reference</b>
----------	--------------------	----------	------------------	----------	------------------

TEAM Education Trust is committed to the safeguarding and wellbeing of all the staff and students in our community. All staff and volunteers working in our schools are required to demonstrate they have the ability to work in a way that promotes the safety and wellbeing of children and young people.