



DISCOVERY PRIMARY ACADEMY

Person Specification – Assistant SENCo (EYFS Focus)

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

	Essential	Desirable
Qualifications and experience	<p>The Early Years Level 3 SENCo qualification, Education, or Childcare</p> <p>GCSE Grade 5 or above (or equivalent) in English and Maths</p> <p>Proven experience working within an EYFS setting</p> <p>Experience of working with children with SEND</p> <p>Experience delivering targeted interventions and supporting small groups</p> <p>Experience working with parents/carers and external professionals</p>	<p>Qualified Teacher Status (QTS) or relevant graduate qualification</p> <p>National SENCo Award (or willingness to achieve within an agreed timeframe)</p> <p>Experience supporting transition from pre-school to EYFS and into Year 1</p> <p>Experience coordinating SEND provision across a phase or setting</p> <p>Experience supporting children with EHCPs and statutory processes</p> <p>Experience working in a multi-agency environment</p>
Knowledge and understanding	<p>Strong understanding of child development in EYFS</p> <p>Knowledge of the SEND Code of Practice</p> <p>Knowledge of the EYFS Framework and Development Matters</p> <p>Understanding of inclusive teaching and adaptive practice</p> <p>Knowledge of safeguarding and child protection procedures</p> <p>Understanding of assessment, monitoring, and tracking progress</p>	<p>Understanding of current SEND research and best practice</p> <p>Awareness of trauma-informed and attachment-aware approaches</p> <p>Understanding of behaviour as communication</p> <p>Knowledge of intervention impact evaluation strategies</p> <p>Familiarity with systems such as Edukey or equivalent</p>

<p>Skills</p>	<p>Ability to support and coordinate SEND provision within EYFS</p> <p>Ability to identify needs early and implement effective interventions</p> <p>Strong organisational and administrative skills</p> <p>Ability to monitor progress and evaluate impact of provision</p> <p>Excellent communication and interpersonal skills</p> <p>Ability to build positive relationships with pupils, families, and staff</p> <p>Ability to coach and support staff to improve practice</p> <p>Ability to work collaboratively as part of a team liaise with the SENCO and outside agencies</p>	<p>Ability to lead staff training or professional development</p> <p>Ability to analyse whole cohort SEND data</p> <p>Experience supporting school self-evaluation processes</p> <p>Ability to contribute to strategic SEND planning</p> <p>Experience leading meetings with external professionals</p>
<p>Personal characteristics</p>	<p>Passionate about inclusion and Early Years education</p> <p>Compassionate, patient, and child-centred</p> <p>Calm, resilient, and adaptable</p> <p>Proactive and solution-focused</p> <p>Reflective and committed to continuous professional development</p> <p>Strong team player with a collaborative approach</p> <p>Able to use initiative and manage a varied workload</p> <p>Professional, approachable, and trustworthy</p>	<p>Aspiration to progress into a SENCo leadership role</p>