

**Person Specification
SENDCO**

	Essential	Desirable
Qualifications and Experience	<ul style="list-style-type: none"> • Qualified Teacher Status • NASENCo qualification (to have or to be working towards) • Detailed knowledge of current best practice in curriculum development and inclusive approaches for students with the full range of special educational needs • Evidence of appropriate in-service training 	<ul style="list-style-type: none"> • Post-qualification additional relevant training • Whole school project management.
Knowledge, Understanding, Skills and Abilities	<ul style="list-style-type: none"> • A sound understanding of how students learn, how teachers can best teach and how to achieve high standards • Ability to demonstrate a commitment to safeguarding, pastoral care and the promotion of high standards of positive behaviour • High levels of communication skills both oral, written and in ICT • Experience of mentoring, supervising and supporting teams of staff and supporting their development and training • Ability to prioritise, evaluate and manage financial and human resources • Ability to relate to a variety of stakeholders, e.g. parents, other professional agencies and to work with multi-professional teams 	<ul style="list-style-type: none"> • Experience of budget management and setting • Knowledge of local agencies and services which make up the “local offer”
Leadership/ Personal Qualities	<ul style="list-style-type: none"> • A team player respected by others • An effective, flexible and enthusiastic leader, always prepared to put students’ needs first • Interest in children as individuals and in how they learn • Ability to listen and effectively communicate with a variety of audiences • Ability to act quickly and sensitively under pressure, to keep calm in difficult situations, deal with stress and absorb pressure • Diplomacy, openness and positivity, accepting of feedback and always willing to learn • Excellent interpersonal skills, a sense of humour and a willingness to make yourself approachable to all members of the school and wider community • A “can do” positive approach • Commitment to development of own professional skills • Commitment to the principles and practice of equal opportunities 	