

Person Specification Class Teacher with SENDCo Responsibilities

Cidari Multi Academy Trust
Castle View Primary Academy
Salary: Main scale plus SENDCo Allowance
Reporting to: Headteacher
Deployed by: Headteacher

Prepared by:	Laura Wright-Dixon	Approved by:	Matt McIver
Prepared on:	8th April 2025	Approved on:	25th April 2025
Reviewed by HR:	Laura Wright-Dixon	Permitted use:	Cidari Primary Academies
Reviewed on:	24th April 2025	Applicable Terms	STPCD & Burgundy Book

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post. Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

The applicant will be required to safeguard and promote the welfare of children and young people

[A] Qualifications

	Qualification requirements	Essential/ Desirable
A1	Qualified teacher status	E
A2	Degree	E
A3	Evidence of ongoing professional development	D
A4	National Award for SEN Coordination (NASENCO), or willingness to complete within statutory timeframe	E

[B] Teaching Experience

		Essential/ Desirable
B1	Successful recent teaching experience in primary phase (EYFS, KS1, or KS2)	E
B2	Experience of planning and delivering an engaging, inclusive curriculum	E
B3	Experience of using assessment and data to improve pupil outcomes	E





B4	Experience of contributing to or leading SEND provision within a class, phase or school	E
B5	Experience working effectively with parents, carers, and colleagues	E
B6	Experience in using strategies to narrow gaps in learning between pupil groups	D
B7	Experience of contributing to or leading SEND provision within a class, phase or school	E
B8	Experience of working with external agencies and parents to support pupils with SEND	E

[C] Professional Knowledge and Understanding

		Essential/ Desirable
C1	Knowledge of the National Curriculum and key attainment expectations	E
C2	Understanding of effective assessment, marking, and target setting	E
C3	Knowledge of how to ensure equal opportunities, inclusion, and pupil welfare	E
C4	Understanding of positive behaviour management strategies	E
C5	Awareness of current educational developments and statutory frameworks	E
C6	Understanding of how children learn and how to remove barriers to learning	E
C7	Knowledge of the SEND Code of Practice (2015) and statutory requirements	E
C8	Understanding of the graduated approach (Assess, Plan, Do, Review)	E
C9	Understanding of a range of SEND needs, including cognition and learning, SEMH, communication and interaction, and sensory/physical needs	E

[D] Skills and Abilities

		Essential/ Desirable
D1	Ability to plan exciting, purposeful lessons that meet the needs of diverse learners	E
D2	Ability to provide a stimulating and supportive learning environment	E
D3	Ability to use assessment for learning effectively to inform teaching	E
D4	Ability to engage, motivate, and inspire pupils	E
D5	Strong communication skills (written and verbal)	E
D6	Ability to work effectively as part of a team and build positive relationships	E
D7	Confident use of ICT to support teaching, learning, and administration	E
D8	Ability to reflect, innovate, and be open to trying new approaches	E
D9	Ability to lead, support and advise colleagues on inclusive classroom practice and adaptive teaching	E
D10	Ability to monitor, evaluate and improve the effectiveness of SEND provision	E
D11	Ability to manage and maintain accurate SEND records, including EHCP documentation and statutory processes	E



D12	Ability to deliver training or guidance to staff to improve outcomes for pupils with SEND	D
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[E] Personal Qualities

		Essential/ Desirable
E1	Passionate about securing the best outcomes for all children	E
E2	Approachable, warm, and enthusiastic	E
E3	High expectations of pupil achievement and behaviour	E
E4	Flexible, resilient, and positive in the face of challenges	E
E5	Able to build strong relationships with children, parents, and colleagues	E
E6	Commitment to professional growth and ongoing improvement	E
E7	Commitment to inclusive education and high expectations for all pupils, including those with SEND	E

[F] SEND Leadership and Coordination

		Essential/ Desirable
F1	Ability to lead and coordinate SEND provision across a school or phase	E
F2	Experience of working with and reviewing Education, Health and Care Plans (EHCPs)	E
F3	Ability to analyse SEND data and use it to inform provision and improve outcomes	E
F4	Ability to work collaboratively with parents, carers and external agencies	E
F5	Experience in a SENDCo role	D
F6	Experience of leading staff training or whole-school SEND development	D

[G] Safeguarding

		Essential/ Desirable
G1	Displays commitment to the protection and safeguarding of children and young people	E
G2	The ability to form and maintain appropriate relationships and personal boundaries with young people	E
G3	Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people	E
G4	Will co-operate and work with relevant agencies to protect young people	E



[H] Professional Skills

Each candidate will be expected to demonstrate knowledge and understanding of the role based on the Job Description and STPCD. Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied to this role with consideration to the context of the school as a member of Cidari.

[I] Confidential References and Reports

I1	Positive reference from current employer or training provider confirming suitability to work with children	E
I2	Positive recommendation from referees	E

[J] Application Form and Supporting Statement

Applications must be submitted via the Cidari online platform. The supporting statement (maximum three pages, minimum font size 11) should address the job description and person specification, and explain how the applicant's skills, experience, and qualities will contribute to the school and Trust.