



Chaucer Infant and Nursery School

Person Specification – SENDCo

Essential

Desirable

The successful candidate will...

The successful candidate could...

Qualifications and training

- have qualified teacher status
- have experience of teaching children in the EYFS/KS1
- Already hold the NPQ for SENCOs/NASENCO qualification
- show a commitment to continuing professional development

- be willing to complete the NPQ for SENCOs qualification
- have additional relevant qualifications and/or training, including a first-aid qualification

Experience

- have experience of working with external agencies, writing referrals and successful EHCP and funding applications.
- taught across Key Stage 1 and EYFS
- have knowledge of teaching children with a range of SEND
- have experience of teaching children with EAL
- have the ability to deliver SEND CPD during staff meetings and INSETs

- At least 2 years' experience of being a SENDCo in a primary setting across all Key stages.
- have experience of working at Key Stage 2
- have experience working in a variety of different areas, particularly those which are similar to our catchment
- have experience of leading a team
- have experience of leading and sustaining whole-school improvement priorities.

<p>Knowledge and skills</p>	<ul style="list-style-type: none"> - have a thorough understanding of how to safeguard children and apply this in a proactive and vigilant manner - have knowledge of relevant legislation – in particular of the SEN Code of Practice and how legislation applies to pupils with EHCPs as well as those without. - have a good understanding of EHCPs and the review process. - have knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the School's resources and the individual child - be skilled at making and sustaining positive relationships with young children - have the ability to stimulate children's interest in learning - have the ability to develop children's self-esteem and motivation so that they become resilient, independent learners - be capable of planning rich learning experiences, assessing the needs and achievements of children and maintaining appropriate records - be able to work closely with members of the leadership team and a range of other stakeholders - be able to make effective relationships with parents, communicate with them and encourage their active participation in the child's education 	<ul style="list-style-type: none"> - be competent in their use of online systems such as MyConcern, EHC Hub and Arbor - be familiar with THRIVE techniques for behaviour management - demonstrate an understanding of different forms of assessment - be familiar with the funding opportunities available and the funding application process
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	<ul style="list-style-type: none"> - show understanding and sympathy towards the complex lives that some young people lead - be organised and punctual, showing the ability to manage a demanding workload - understand that all children learn differently and to know how different strategies can be used to engage every learner - demonstrate a high standard of written English, including grammar and Mathematic ability - have excellent communication skills and know the importance of good working relationships with staff, parents and the school community 	
<p>Personal qualities</p>	<ul style="list-style-type: none"> - demonstrate professionalism - be positive, friendly and approachable - promote a safe and constructive working environment, constantly demonstrating high expectations for themselves and their pupils - demonstrate flexibility and adaptability in dealing with changing situations - work successfully as part of a team - be resilient and work well under pressure - have good problem-solving skills - be a reflective practitioner who constantly looks to improve their practice and learn from others - be committed to equality for all 	

