



Holtsmere End Infant and Nursery School

SENCo - Person Specification

Factors	Essential	Desirable	How are they identified?
<p>Qualifications and Experience</p>	<ul style="list-style-type: none"> • Qualified Teacher Status. • Considerable experience of working with children with Special Educational Needs. • Evidence of continuing professional development related to the post. • Successful teaching experience across the Infant age range, including successful support of children with a range of SEND. • Experience of working with parents to ensure best possible outcomes for pupils. • Experience of monitoring teaching, learning and assessment that meets the needs of pupils with SEND • Experience of interpreting EHCPs, ADPRs and provision maps. • Willingness to train for the NPQ for SENCOs 	<ul style="list-style-type: none"> • Experience of working as a SENCO or a strong, proven record of supporting children with additional needs in a mainstream or specialist setting • National Award for Special Educational Needs Coordination • Experience leading workshops and meetings for staff and parents. • Experience of managing and supporting challenging behaviour. • ACES training • DDSL training or willingness to train for the role 	<ul style="list-style-type: none"> • Application Form • Interview • References

<p>Knowledge and skills</p>	<ul style="list-style-type: none"> • Knowledge and understanding of the SEND Code of Practice. • Knowledge of the National Curriculum and EYFS curriculum. • Ability to provide a clear vision and direction for the development of inclusive practice. • Ability to articulate and demonstrate the characteristics of effective planning, learning, teaching and assessment strategies used to support pupils with SEND and those eligible for pupil premium funding. • Ability to plan, carry out and evaluate interventions. • Knowledge of how to interpret and track pupil progress to accelerate progress and raise pupil attainment. • Ability to liaise with all stakeholders, including education and medical professionals, governors and parents. 	<ul style="list-style-type: none"> • Data analysis skills and the ability to use data to inform provision planning. 	<ul style="list-style-type: none"> • Application Form • Interview • References
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Ability to maintain high levels of confidentiality. 		<ul style="list-style-type: none"> • Application Form • Interview • References

	<ul style="list-style-type: none"> • Approachable, accessible and flexible. • Ability to remain calm and focused under pressure. • Ability to prioritise and work well using your initiative. • Excellent communication skills. • Ability to work effectively as part of a team. • Ability to show sensitivity and empathy when having potentially challenging conversations • Commitment to own personal and professional development. 		
<p>Commitment</p>	<ul style="list-style-type: none"> • Commitment to promoting an environment where all children are cared for and will maximise and achieve their potential. • Commitment to working with the Headteacher and members of the Senior Leadership Team in delivering whole-school strategies. • Commitment to the school and its families. 	<p>Able to attend training outside of usual hours.</p>	<p>Interview</p>