



Waterside Academy – Agora Learning Partnership

PERSONAL SPECIFICATION:

Special Educational Needs and Disabilities Coordinator (SENDCo)

Responsible to: Headteacher

Scale: MPS3 – UPS2

Duties: The School Teachers’ Pay and Conditions Document specifies the general professional duties of all teachers. In addition, certain duties are reasonably required to be exercised and completed in a satisfactory manner.

Post Holder: This post is aimed at providing the post holder with an opportunity to contribute to the strategic development of the standard of education across the school.

	Professional Skills and Attributes	Professional Skills and Attributes
	Essential	Desired
Professional Qualifications and CPD	<ul style="list-style-type: none"> Has Qualified Teacher Status Evidence of relevant professional development - has the SENCO qualification (National Award Special Educational Need Qualification) or be willing to achieve it Competence in the effective use of ICT on a day-to-day basis, to enhance teaching and learning and for administration Appropriate qualifications, experience and any other professional development needed to perform the role 	<ul style="list-style-type: none"> Relevant training in areas of SEND such as ASD, ADHD, Dyslexia and SEMH
Experience	<ul style="list-style-type: none"> Proven high standards of classroom practice that is at least 'good' Proven record of raising standards of achievement for pupils Clear understanding of the EHCP process 	<ul style="list-style-type: none"> Leadership experience of SEND Experience of working with pupils who are dealing with highly sensitive issues such as CP, personal disability, SEMH or challenging home circumstances

	Professional Skills and Attributes	Professional Skills and Attributes
	Essential	Desired
	<ul style="list-style-type: none"> • Experience of delivering interventions including those that are intended to boost skills and close attainment/progress gaps • Experience of working with and managing staff, parents/carers and other stakeholders effectively to engage them in pupil learning • Experience of effective work with a range of external agencies • Managing funding and matching funding for identified SEND provision • Managing a team of staff effectively 	<ul style="list-style-type: none"> • Experience of working with Family Support Workers/Agencies
Personal qualities	<ul style="list-style-type: none"> • Exceptional interpersonal skills: can lead and inspire teams and build strong relationships with children and families • High level of commitment to inclusive education and Equal Opportunities • Belief that all pupils can achieve well • Ability to form and promote positive relationships with all stakeholders • Lead by example and model excellent practice • Ability to communicate as an active listener, orally and in writing • Self-motivated and able to work with initiative • Demonstrate effective time management skills • Readiness to reflect on, evaluate, improve practice working on constructive feedback 	<ul style="list-style-type: none"> • Ability to think creatively
Leadership and Management	<p>Ability to:</p> <ul style="list-style-type: none"> • Demonstrate consistently and actively promote a commitment to safeguarding and the welfare of children and young people • Use a range of data to track pupil progress/attainment and monitor the quality of provision • Monitor and evaluate your own and other's work to support progress and attainment • Share and develop commitment to the school ethos and vision • Understand current legislation and relevant educational developments 	<ul style="list-style-type: none"> • Experience of appraisals and line management of staff

	Professional Skills and Attributes	Professional Skills and Attributes
	Essential	Desired
	<ul style="list-style-type: none"> • Implement and manage change to effect improvement • Hold yourself and others to account for performance • Effectively manage resources including appropriate delegation • Ensure that appropriate training is made available 	

The skills and attributes listed above will be assessed through the application form, supporting statement and throughout interview.

If the candidate is short listed, any relevant issues arising from references will be taken up at interview.

August 2024