

Person Specification
SENCo with Teaching Responsibility
Mersey Drive Community Primary School

This role reflects the expectations of the renewed [Ofsted Education Inspection Framework \(November 2025\)](#), including the strengthened focus on inclusion, belonging, wellbeing and the removal of barriers to learning.

Criteria	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Evidence of relevant professional development in SEND, inclusion or safeguarding • Commitment to continued professional development 	<ul style="list-style-type: none"> • National Award for SEN Coordination • Additional qualifications linked to Autism, SEMH, nurture or inclusion • Leadership qualification
Experience	<ul style="list-style-type: none"> • Demonstrates a strong standard of teaching that ensures pupils, including the most vulnerable, make sustained progress • Experience supporting pupils with a range of SEND needs including leading interventions at classroom, key stage or whole school level • Experience working collaboratively with families and external agencies • Experience of adaptive teaching and inclusive classroom practice • Experience monitoring pupil progress and evaluating provision 	<ul style="list-style-type: none"> • Previous experience as a SENCo • Experience within a mainstream school with resource provision or specialist provision • Experience leading staff professional development and coaching to improve teaching and learning across the school. • Experience contributing to strategic school improvement • Experience of provision mapping including coasting to support EHCP applications

<p>Knowledge & Understanding</p>	<ul style="list-style-type: none"> • Strong understanding of the SEND Code of Practice • Secure understanding of safeguarding responsibilities and statutory guidance • Understanding of barriers to learning and how these affect pupils' achievement, attendance, wellbeing and belonging • Understanding of high-quality inclusive teaching and adaptive practice • Commitment to ensuring all pupils feel safe, valued, respected and included 	<ul style="list-style-type: none"> • Knowledge of current research relating to inclusion and belonging • Understanding of nurture-informed or trauma-informed approaches • Knowledge of Autism-specific approaches and neurodiversity-affirming practice • Knowledge of the renewed Ofsted framework and inclusion evaluation area • Understanding of strategies that promote emotionally safe learning environments
<p>Skills & Abilities</p>	<ul style="list-style-type: none"> • Strong classroom practitioner with high expectations for all pupils, including the most disadvantage • Ability to support and challenge colleagues to improve outcomes for pupils with SEND 	<ul style="list-style-type: none"> • Ability to lead and deliver whole-school CPD • Ability to contribute strategically to self-evaluation and development planning

Personal Qualities	<ul style="list-style-type: none">• Passionate about inclusion and improving outcomes for children• Committed to ensuring all pupils 'achieve, belong and thrive'• Warm, nurturing and approachable• Reflective, resilient and solution-focused• Committed to safeguarding and promoting the welfare of children• Committed to the ethos and values of Mersey Drive Primary School• Demonstrates a strong moral purpose and belief that all pupils can succeed	
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