

Bowlee Park Community School

Personal Specification – Special Educational Needs and Disabilities Coordinator/Teacher

	Essential	Desirable	Evidence
Qualifications	• Qualified Teacher Status	• Further CPD • National Award for SEND Coordination (NASENCO) already achieved • Masters in SEN • National Professional Qualification for SENCO (NPQSENCO)	• Application Form
Knowledge and skills	• Knowledge of relevant legislation - in particular of the SEND Code of Practice, Single Equality Act 2010, equal opportunities and disability discrimination legislation and how these apply to pupils with SEND • Understanding of what constitutes quality and high standards in teaching and learning, including meeting the needs of children with SEND • Knowledge of the range and type of interventions available and ability to apply these appropriately in the context of the school's resources and the individual child • Ability to plan and evaluate interventions • Experience of inter-agency work • Significant experience of working with children with SEN, including the overall management of children with SEND through the assess, plan, do, review cycle • Knowledge and understanding of special educational needs including communication and interaction, cognition and learning, emotional social and mental health and physical and/or sensory needs • Experience of contributing to EHCP applications and reviews • Knowledge of inclusion and strategies for engaging all learners	• Experience of successful leadership and management within a school or other educational setting • Experience of leading EHCP annual review meetings • Experience of supporting and nurturing emotional literacy within the classroom • Experience of Key Stage 1/2 SATS • Experience of working with children with EAL	• Letter of application • Interview • Presentation • Lesson observation • References

	• Understanding of how to build appropriate and successful relationships with children • Understanding of how the learning environment supports high standards • Experience of data analysis skills and the ability to use data to inform provision planning • Knowledge and skills in achieving and sustaining high standards and outcomes for pupils • Effective organisational skills and good record-keeping skills • Ability to communicate effectively, written and oral, with a variety of groups including parents • Proven ability to build positive and productive partnerships with parents and carers, particularly where pupils have additional needs • Use of a positive approach to promote excellent behaviour across school • Confidence and competence in the use of ICT • Knowledge of the National Curriculum and its assessment • Commitment to the personal welfare and safeguarding of children • Knowledge of the current developments in SEND		
Experience	• Proven ability as an excellent classroom teacher • Experience in a SENDCo role • Experience of working at a whole-school level • Experience of maintaining SEND records and using provision mapping systems. • Ability to monitor the impact of interventions and provision through effective use of data. • Experience of contributing to school self-evaluation and development planning in relation to inclusion or SEND. • Ability to work effectively in a team • Involvement in self-evaluation and development planning • Proven record of effective subject leadership • Proven record of SEND leadership	• Experience of supporting transition arrangements for pupils with SEND between phases of education • Experience of supporting Ofsted inspection activity relating to SEND.	• Interview • References • Letter • Lesson observation • Presentation

	• Assessment and monitoring of achievement through recognised methodologies • Use of IT in teaching and administration of SEND • Experience of conducting training/leading INSET • Experience of line managing staff		
Working with children	• Insistence on high standards of expectations of children • Knowledge of behaviour management strategies and their importance • A creative approach to learning • Understand and support the differences in individual needs		• Interview • References • Letter • Lesson observation
Attributes and competencies	• Passionate about high quality teaching and learning • Willingness to use variety of teaching strategies to engage all learners • Displays warmth, care and sensitivity in dealing with children • Open minded, self-evaluative and adaptable to changing circumstance and new ideas • Ability to forge networks and links with internal and external partners • Ability to form appropriate and productive relationships with relevant groups of children, parents, carers, colleagues and governors • Ability to work within a team and/or independently • Able to enthuse and reflect upon experience • Willingness to be involved in the wider life of the school • A commitment to own continuing professional development • Ability to work flexibly • Ability to prioritise • Good interpersonal /communication skills • Ability to remain positive, retain your sense of humour, a willingness to learn and the will to continue to strive for excellence	• Insight into what is important in our school and community	• References • Letter • Interview • Lesson observation • Presentation
Promoting the Welfare of Children	• A commitment to safeguarding and promoting the welfare of children		• Interview • References • Letter

Above all, you need to like children, to want the very best for them and be prepared to put their needs first.

You recognise the importance of educating the whole child, including all learners and achieving high standards, within a creative, broad and innovative curriculum.