

Person Specification: SENDCO

Based at: Riverdale Primary School

| | Essential | Desirable |
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| Qualifications/ Training | <p>Qualified Teacher status</p> <p>Evidence of involvement in CPD both as a participant and as a deliverer</p> <p>SENDCO, and additional relevant/ local SEND, training</p> | <p>Degree level qualification</p> <p>NPQ training</p> |
| Experience | <p>The SENDCO should have experience of:</p> <ul style="list-style-type: none">• strategic responsibilities in school leadership and management, including successful participation in inspection or internal review;• working with Governors;• the process of school development and improvement planning in relation to SEND;• implementation of a SEND school improvement plan• participating in a team approach to management, including change management and the management of safeguarding concerns. | <p>In addition, the SENDCO might have experience of:</p> <ul style="list-style-type: none">• teaching experience in more than one establishment;• teaching experience in more than one Key Stage;• working with children from a variety of social backgrounds;• working with children and families who require support from external agencies;• involvement in the evaluation and prioritisation of elements in the School Development Plan;• successful staff recruitment, appointment and induction. |

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| Knowledge and understanding | <p>The SENDCO should have knowledge and understanding of:</p> <ul style="list-style-type: none"> • the role of the leadership group within school; • the Ofsted Inspection Framework and the process and place of self-evaluation, with specific reference to SEND; • current theories of curriculum design and the school's role in providing quality first teaching for all pupils; • adaptive teaching • the principles of equality, equity, community education, contextual safeguarding and parental involvement; • the principal of 'reasonable adjustments': • The SEND regulatory framework: | <p>In addition, the SENDCO might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> • monitoring and assessment across all key stages • whole school issues and their implications for financial management when seeking to provide for SEND pupils. |
| Skills | <p>The SENDCO will be able to:</p> <ul style="list-style-type: none"> • use vision, initiative and leadership in making change, to enhance and raise standards; • support the work of colleagues and promote staff development, with an understanding of its relevance to performance management; • involve staff, parents and governors in the process of establishing a clear and shared set of aims, objectives | <p>In addition, the SENDCO might be able to:</p> <ul style="list-style-type: none"> • show evidence of his or her active involvement in a PTFA or Parents' Association, or a wider community issue, that have supported engagement with the school; |

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| | <p>and values for the schools approach to SEND;</p> <ul style="list-style-type: none"> • listen and respond to adults and children, using good interpersonal skills; • take a positive attitude to behaviour management; • take responsibility for management across a key stage. | |
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| Personal characteristics | <p>Adaptable</p> <p>Approachable</p> <p>Calm</p> <p>Self-confident</p> <p>Self-motivated</p> | <p>Willingness to further their own CPD by e.g. undertaking NPQH.</p> |
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