



# Carlton le Willows Academy

Person Specification – SENCO

Criteria	Essential	Desirable	How Identified
<b>Qualification/Training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• National Award for SEN Co-ordination, or a commitment to complete it within 3 years of appointment.</li> <li>• Degree qualification.</li> <li>• A levels</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant further degree or accredited professional studies</li> </ul>	<i>Application form</i>
<b>Personal and professional attributes</b>	<ul style="list-style-type: none"> <li>• Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school.</li> <li>• Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability.</li> <li>• Ability to work under pressure and prioritise effectively.</li> <li>• Commitment to maintaining confidentiality at all times.</li> <li>• Commitment to safeguarding and equality.</li> <li>• Effective communication and interpersonal skills.</li> <li>• Ability to build effective working relationships with students, staff and parents.</li> <li>• Ability to influence and negotiate.</li> <li>• Good record keeping skills.</li> <li>• Willing to act upon advice and feedback</li> </ul>		<i>Application form Interview References</i>
<b>Skills, knowledge and experience/ understanding</b>	<ul style="list-style-type: none"> <li>• Teaching experience.</li> <li>• Experience of working at a whole school level.</li> <li>• Involvement in self-evaluation and development planning.</li> <li>• Experience of conducting training/leading INSET.</li> <li>• Sound knowledge of the SEND Code of Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Line management and appraisal of colleagues</li> <li>• Partnership working with other schools</li> <li>• An ability and willingness to lead CPD or training</li> </ul>	<i>Application form Interview References</i>

Criteria	Essential	Desirable	How Identified
	<ul style="list-style-type: none"> <li>• Understanding of what makes 'quality first' teaching, and of effective intervention strategies.</li> <li>• Ability to plan and evaluate interventions.</li> <li>• Data analysis skills and the ability to use data to inform provision planning</li> <li>• Ability to work effectively as part of a team and to show personal initiative</li> <li>• Can provide positive and constructive feedback</li> <li>• Establish a purposeful and safe environment following safeguarding procedures as required</li> <li>• Manage young peoples' behaviour positively and constructively, promoting self-control, independence and co-operation.</li> </ul>		