



Carlton le Willows Academy

Person Specification – SENCO

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

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