



St Patrick's Catholic Primary School

## Person Specification – SENCo

This acts as selection criteria and gives an outline of the person's attributes and the characteristics required to do the job.

Attributes	Essential	Desirable
<b>Experience</b>	Evidence of good or outstanding class teaching. Experience of work across different key stages within a primary school. Demonstrable impact on school improvement. Demonstrable experience of contributing to a whole school inclusion policy.	Leadership experience Experience of work with pupils with challenging behaviour Demonstrable experience of using performance management and performance data to inform target setting, planning and policy. Ability to analyse and apply data to support intervention strategies. Line management of others.
<b>Skills/Abilities</b>	Able to communicate with a variety of stakeholders (e.g. governors, colleagues, parents, the community). Able to use IT to support both the curriculum and work organisation. Able to work as part of, and contribute to, a whole school and multi-disciplinary teams. Able to monitor and evaluate teaching, learning and school policy. Able to identify the necessary resources and ensure their high quality teaching used to support learning. Able to assess the needs of individuals to inform the targeting of individual needs. Able to deliver consistently high quality lessons, evaluate the impact	Whole school self-evaluation. Ability to lead on a whole school project or initiative. Experience and/or knowledge of multi-disciplinary working Ability to develop and lead high quality professional development activities

	<p>of these and develop future planning accordingly.</p> <p>Highly effective communication skills which engage pupils, parents, staff, Governors, external agencies and the wider community.</p>	
<b>Equality Issues</b>	<p>Demonstrable commitment to inclusive teaching and learning.</p> <p>Awareness of the effects of discrimination on pupils, parents, colleagues and policy and strategies to prevent/deal with such discrimination.</p>	
<b>Specialist Knowledge</b>	<p>Knowledge of primary and EYFS curricula and age-related expectations</p> <p>Ability to effectively use knowledge of current educational management, curricular issues, recent reports and legislation.</p> <p>Knowledge of range of needs and available resources and strategies to ensure good or better progress of pupils.</p>	<p>Evidence of innovative curriculum development</p> <p>Makaton experience or qualification</p>
<b>Qualifications and Training</b>	<p>Degree or equivalent</p> <p>Qualified teacher status</p> <p>Evidence of ongoing CPD</p> <p>NASENCO qualification <b>OR</b> ability, willingness and commitment to study and successfully acquire such qualification within three years of the appointment.</p>	<p>Professional development relevant to the post</p>
<b>Personal Qualities &amp; Attributes</b>	<p>The ability to take initiative, lead, motivate, inspire and support others to achieve excellence.</p> <p>Show a powerful commitment to continuous improvement and raising standards</p> <p>Must have a clear strategic vision for Inclusion</p> <p>Enthusiasm and adaptability</p> <p>Able to work well and deliver expected results on time and under pressure</p>	