**Capel Manor Primary School – Inclusion Lead (SENCO) - Person Specification**

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|  | **Essential** | **Desirable** | **Assessed at** |
| **Qualifications** |  |  |  |
| Educated to degree level |  |  | A |
| Qualified teacher status | ✔ |  | A |
| National Qualification for Special Educational Needs Co-ordination or willing to complete the programme to gain the National Award for SENCO | ✔ |  | A/I |
| Evidence of relevant, recent or on-going professional development, attendance on courses, INSET, action research or personal study. | ✔ |  | A |
| **Experience** |  |  |  |
| Experience of teaching in a primary school | ✔ |  | A |
| Substantial and successful teaching experience within the 5-11 age range. | ✔ |  | A/I |
| Experience of working with pupils with a wide range of Special Needs and other key groups of pupils (e.g. EAL pupils) | ✔ |  | A/I |
| Current or recent experience as a SENCO/Inclusion Manager |  | ✔ | A |
| Providing professional leadership and management of a staff team and contributing to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for pupils. | ✔ |  | A/I |
| Liaison with external teams and professional – interagency working | ✔ |  | A/I |
| Experience of the Annual Review Process. |  | ✔ | A |
| Experience of successful application for statutory assessment |  | ✔ | A |
| **Professional Knowledge and Understanding** |  |  |  |
| Must have a sound knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential and overcome barriers to learning | ✔ |  | A/I |
| Have a sound knowledge and understanding of the National Curriculum (2014). | ✔ |  | A |
| Knowledge and understanding of current developments and best practice in SEN legislation and all aspects of inclusion and pastoral care | ✔ |  | A |
| Have a good understanding of pedagogical issues relating to learning and teaching. | ✔ |  | A |
| Understanding of, and commitment to, all school policies, in particular:   * Participation and implementation of the School Behaviour Policy * Child protection and safeguarding policies * Awareness of Health and Safety implementation in the work place * Implementation of the school Equal Opportunities Policy | ✔ |  | A/I |
| The effective management of provision for SEN | ✔ |  | A/I |
| Knowledge of effective strategies to include, and meet the needs of, all pupils in particular underachieving groups of pupils, pupils with EAL and SEN and/or High achieving children. | ✔ |  | A/I |
| Knowledge and understanding of the pastoral, physical medical and social needs of children |  | ✔ | A/I |
| Implementation of CP and safeguarding procedures/actions. | ✔ |  | A/I |
| **Professional Skills and Abilities** |  |  |  |
| Be able to promote high standards of literacy, articulacy and the correct use of standard English, orally and in writing | ✔ |  | A/I |
| Use data effectively to monitor and set realistic targets | ✔ |  | A/I |
| Sound ICT knowledge and skills relating to the class teaching and be able to demonstrate the effective use of ICT to enhance teaching and learning | ✔ |  | A/I |
| Ability to produce and update EHC plans and other statutory documents | ✔ |  | A/I |
| Must be able to keep records of pupil progress in line with school policy | ✔ |  | A |
| Must be able to use assessments of pupils learning to inform future planning and subsequent teaching | ✔ |  | A/I |
| Ability to plan and work collaboratively with colleagues and encourage and inspire staff to develop their skills and abilities to improve their own practice | ✔ |  | A/I |
| Manage adults effectively with openness and sensitivity while, at the same time, maintaining appropriate professional boundaries and respecting confidentiality | ✔ |  | A/I |
| Effective Behaviour Management whilst responding to children with warmth, care and understanding | ✔ |  | I |
| **Personal Qualities** |  |  |  |
| Ability to engage parents in order to encourage their close involvement in the education of their children | ✔ |  | A |
| Must have excellent communication skills both orally and in writing | ✔ |  | A |
| Must be resilient, adaptable and able to manage own work load effectively | ✔ |  | A/I |
| Excellent interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships | ✔ |  | A/I |
| Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit | ✔ |  | A |
| To practice equal opportunities in all aspects of the role and around the work place in line with policy | ✔ |  | A |
| To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post | ✔ |  | A |
| Taking initiative and responsibility | ✔ |  | A/I |

A = Application

I = Interview