



## PERSON SPECIFICATION

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

	Essential	Desirable	Assessed at
<b>Qualifications</b>			
Educated to degree level	<input type="checkbox"/>		A
Qualified teacher status	<input type="checkbox"/>		A
National Qualification for Special Educational Needs Co-ordination or willing to complete the programme to gain the National Award for SENCO	<input type="checkbox"/>		
Evidence of relevant, recent or on-going professional development, attendance on courses, INSET, action research or personal study.	<input type="checkbox"/>		
<b>Experience</b>			
Experience of teaching in a primary school	<input type="checkbox"/>		A
Substantial and successful teaching experience within the 5-11 age range.	<input type="checkbox"/>		A/I
Experience of working with pupils with a wide range of Special Needs and other key groups of pupils (e.g. EAL pupils)	<input type="checkbox"/>		A/I
Current or recent experience as a SENCO/Inclusion Manager		<input type="checkbox"/>	
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.	<input type="checkbox"/>		A/I
Liaison with external teams and professional – interagency working	<input type="checkbox"/>		A/I
Experience of the Annual Review Process.		<input type="checkbox"/>	
Experience of successful application for statutory assessment		<input type="checkbox"/>	
<b>Professional Knowledge and Understanding</b>			
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	<input type="checkbox"/>		A/I
Have a sound knowledge and understanding of the National Curriculum (2014).	<input type="checkbox"/>		A
Knowledge and understanding of current developments and best practice in SEN legislation and all aspects of inclusion and pastoral care	<input type="checkbox"/>		A
Have a good understanding of pedagogical issues relating to learning and teaching.	<input type="checkbox"/>		A
Understanding of, and commitment to, all school policies, in particular: <ul style="list-style-type: none"> <li>● Participation and implementation of the School Behaviour Policy</li> <li>● Child protection and safeguarding policies</li> <li>● Awareness of Health and Safety implementation in the work place</li> <li>● Implementation of the school Equal Opportunities Policy</li> </ul>	<input type="checkbox"/>		A/I
The effective management of provision for SEN	<input type="checkbox"/>		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.	<input type="checkbox"/>		A/I
Knowledge and understanding of the pastoral, physical medical and social needs of children		<input type="checkbox"/>	



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Implementation of CP and safeguarding procedures/actions.	<input type="checkbox"/>		
<b>Professional Skills and Abilities</b>			
Be able to promote high standards of literacy, articulacy and the correct use of standard English, orally and in writing	<input type="checkbox"/>		A/I
Use data effectively to monitor and set realistic targets	<input type="checkbox"/>		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	<input type="checkbox"/>		A/I
Ability to produce and update EHC plans and other statutory documents	<input type="checkbox"/>		A/I
Must be able to keep records of pupil progress in line with school policy	<input type="checkbox"/>		A
Must be able to use assessments of pupils learning to inform future planning and subsequent teaching	<input type="checkbox"/>		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	<input type="checkbox"/>		A/I
Manage adults effectively with openness and sensitivity while, at the same time, maintaining appropriate professional boundaries and respecting confidentiality	<input type="checkbox"/>		A/I
Effective Behaviour Management whilst responding to children with warmth, care and understanding	<input type="checkbox"/>		I
<b>Personal Qualities</b>			
Ability to engage parents in order to encourage their close involvement in the education of their children	<input type="checkbox"/>		A
Must have excellent communication skills both orally and in writing	<input type="checkbox"/>		A
Must be resilient, adaptable and able to manage own work load effectively	<input type="checkbox"/>		A/I
Excellent interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships	<input type="checkbox"/>		A/I
Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit	<input type="checkbox"/>		A
To practice equal opportunities in all aspects of the role and around the work place in line with policy	<input type="checkbox"/>		A
To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post	<input type="checkbox"/>		A
Taking initiative and responsibility	<input type="checkbox"/>		A/I

A = Application

I = Interview



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