

SENCO
Person Specification

Category	Essential	Desirable
1. Education and Training	<ul style="list-style-type: none"> • Qualified Teacher Status. • Degree or Equivalent. 	<ul style="list-style-type: none"> • National Award for Special Educational Needs Coordination (NASENCO) or equivalent NPQ • Specialist qualifications in SEN • Catholic Certificate in Religious Studies. • A commitment to further professional development.
2. Experience	<ul style="list-style-type: none"> • Evidence of being an excellent classroom practitioner. 	<ul style="list-style-type: none"> • Experience of working in a Catholic School. • Experience of leading or assisting beyond the individual classroom. • Experience in inter-agency work. • Experience in EHCP applications.
3. Faith Commitment	<ul style="list-style-type: none"> • Practising Catholic <u>or</u> demonstrates an understanding and commitment to the ethos and distinctive nature of a Catholic school. 	<ul style="list-style-type: none"> • Commitment to participate in the faith life of the community.
4. Knowledge and Understanding	<p>A working knowledge and understanding of:</p> <ul style="list-style-type: none"> • Current practices and strategic developments in primary education. • A working knowledge of the requirements of the National Curriculum. • Strategies to promote effective Learning and Teaching. • Strategies to develop children's phonic and reading skills. • Understand and use assessment and record keeping as a means of planning for differentiated Teaching and Learning. • The statutory requirements of legislation concerning Child Protection/Safeguarding requirements and the Teacher Standards. • Understanding of relevant legislation: SEN Code of Practice, equal opportunities, and disability discrimination legislation. • Knowledge of interventions and their application: 	<ul style="list-style-type: none"> • A working knowledge and understanding of how Religious Education is taught in a Catholic School. • A broad range of interests and a commitment to providing a rich curriculum experience for the children.
5. Skills and Abilities	<p>Will:</p> <ul style="list-style-type: none"> • Have high expectations of attainment and behaviour. • Be an excellent communicator with good organisational and interpersonal skills and the ability to work as part of a team. • Be confident in the use of ICT to support learning. 	<ul style="list-style-type: none"> • Excellent communication skills. • Ability to liaise with all stakeholders, including education and medical professionals, governors, and parents. • Ability to provide a clear vision and direction for

		inclusive practice.
6. Personal Attributes	<p>Will be:</p> <ul style="list-style-type: none"> • Willing to share ideas, energy and initiative. • Enthusiastic and excited about teaching children. • Committed to school improvement and raising pupil achievement. • Committed to an inclusive education. • A team player, keen to engage in all aspects of the life of our school. • Committed to working with parents and the wider community. 	<ul style="list-style-type: none"> • Evidence of ongoing professional development.