

South Hill Primary School
Person Specification
Inclusion Co-ordinator/SENDCo



Knowledge/skills	Essential	Desirable
Qualifications/training	• Qualified Teacher Status (QTS) • Previous experience as a SENCo • Hold the National Award for SEND Co-ordination or equivalent • Knowledge of safeguarding procedures • A firm understanding of data and assessment	• Evidence of additional further educational qualifications or professional study • Formal coaching and/or mentoring training • Experience of/trained in performance management
Experience	• Proven experience in leading and developing SEND provision within a primary school setting • Experience of working with pupils, parents, staff and external agencies • Experience as a Deputy Designated Safeguarding Lead • Substantial knowledge and understanding of teaching and learning of SEND pupils	• Experience of supporting pupil and staff wellbeing across the school • Experience of leading behaviour management • Experience of using Arbor • Experience as Designated Safeguarding Lead • Knowledge of CPOMS • Knowledge of Provision Map • Experience of conducting performance management for staff and leading training • Experience of leading specialist provision or similar small group, enhanced support
Knowledge and understanding	• Understanding of the SEND Code of Practice and statutory SEND requirements • Knowledge of effective intervention strategies for pupils with SEND and disadvantaged pupils • Confident use of ICT communication skills	• Knowledge of budget management

	• Knowledge and understanding of data analysis and the ability to use data to set targets for improvement • Up to date knowledge and understanding of the current national education agenda	
Personal attributes and skills	• High expectations and commitment to inclusion for all pupils • Empathetic and supportive, with the ability to build positive relationships • Ability to investigate, resolve conflict and make decisions • Ability to communicate clearly to a range of audiences and consider the views of others • Ability to prioritise and manage work effectively under pressure and meet deadlines • Motivation to improve practice and act as an outstanding role model to others • Full commitment to develop the ethos of the school and a commitment to equality and opportunity for all pupils • A willingness to contribute to and be part of the wider life of the school	