**Morice Town SENDCo Personal Specification**

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|  | **Essential Criteria** | **Desirable Criteria** |
| **Qualifications** | Qualified Teacher status.  Willingness to undertake the National Award for SEN Co-ordination with 3 years | Hold the National Award for SEN Co-ordination and/or other specialist qualifications |
| **Knowledge and Experience** | Successful experience of teaching across the primary age range  An understanding of current initiatives that relate to our provision for children with SEND.  Committed to providing excellent provision for all pupils and achieving high standards of pupil progress  Experience in leading in SEND, including identification of pupil needs, monitoring and evaluating pupil achievement  Proven ability in leading staff teams / school improvement projects and measuring progress | A teacher with a record of consistently successful classroom practice  Experience as part of a leadership team  Experience of managing a budget  Good working knowledge of the Plymouth Offer and which agencies to contact to secure additional support |
| **Professional Skills and Abilities** | Ability to implement strategies for raising achievement for pupils with SEND.  Confidence, clarity and decisiveness in making and carrying out decisions  Ability to coach, support and demonstrate to staff high quality SEND practice | Ability to work cooperatively and collaboratively as a leader and team member  Excellent people skills; motivating, inspiring, and challenging adults  Outstanding communicator; building trust and confidence with parents and staff  Experience in managing support staff  Experience of leading and supporting CPD |
| **Professional Ethos and Commitment** | A commitment to the values and ethos of our school  A sound understanding of SEND Code of practice and its implications  A strong commitment to meet the learning and emotional needs of every child  A commitment to safeguarding and child protection  High expectations for self and others and a strong commitment to raising achievements  Awareness and willingness to be involved in partnerships that support school and agencies | Willingness to become involved in all aspects of school life e.g. after school clubs / community |
| **Personal**  **Qualities** | An innate ability to demonstrate a caring and nurturing attitude whilst maintaining professional boundaries  Excellent interpersonal skills, resilience and tact when dealing with pupils, staff and parents  Ability to set and work to deadlines  Ability to remain positive in challenging situations and retain a sense of humour  Be committed to own personal development, whole school development and the raising of standards  An up to date knowledge of educational reforms and research  A commitment to develop personal qualities and professional qualifications |  |