



PERSON SPECIFICATION

Deputy SENDCo

JOB REQUIREMENTS	Essential	Desirable	Method I/A/R*
Qualifications			
Evidence of recent and relevant professional development	✓		A/I
Experience			
Ability to implement strategies to raise achievement within a team	✓		A/R
Ability to communicate effectively at all levels	✓		A/R/I
Ability to contribute to the positive management of student behaviour within a team and whole school	✓		A/R/I
Ability to use initiative and prioritise work	✓		A/R/I
CPD of self and others	✓		A/R/I
Ability to manage staff effectively	✓		A/R/I
Coaching within a team	✓		A/R
Good influencing and negotiating skills	✓		A/R/I
Ability to inspire both adults and young people from a wide variety of backgrounds	✓		A/R/I
Evidence of line-managing staff		✓	A/R/I
Excellent communicator	✓		A/I
Confident user of ICT	✓		A/I
Intervention strategies for those at risk of under achievement	✓		A/R
Skills, Knowledge and Understanding			
Effective teamwork/leadership which includes the empowerment of others	✓		A/R/I
Track record of leading the raising of achievement and attainment.	✓		A/R/I
Experience of writing a student action plan	✓		A/R/I
Experience of monitoring set targets in a specified action plan to evaluate and ensure progress	✓		A/R/I

Assisting with the implementation and development of curriculum initiatives	✓		A/R/I
Experience of effective impact on a range of student behaviours for learning	✓		A/R/I
Subject Specific			
To have a high degree of emotional intelligence and apply this in day to day practice with young people and their families	✓		A/R/I
To have a thorough and up to date understanding of the SEND Code of practice	✓		A/I
To have awareness of the significant national SEND changes	✓		A/I
To practice effective multi-agency working		✓	A/I
To have experience of interpreting the results of specialised SEN assessments or outside agency reports and communicating these to relevant staff, advising of changes required.	✓		A/I
To have an understanding of SEND as a cross departmental issue and how this will affect day to day practice in a range of areas	✓		A/I
To be committed to building supportive resilient developmental relationships with vulnerable children, some of whom may display challenging behaviour	✓		A/R/I
To practice empathy, diplomacy and understanding in supporting the cross curricular work of the department	✓		A/R/I
To keep up to date with research and developments in pedagogy in SEN and draw any necessary adaptations and developments to the SENCO's notice if appropriate	✓		A/I
To have experience of conducting SEN assessments such as reading & spelling tests, cognitive ability etc	✓		A/I
Other Requirements			
Ability to work well as part of a team	✓		A/I
Ability to quickly gain the respect of all students and staff and foster appropriate relationships	✓		R/I
Flexible approach to work	✓		A/I
Committed to school ethos and direction	✓		A/I
Understanding of Safeguarding Procedures	✓		A/I
High standard of punctuality	✓		A
Appointment to the post is subject to a satisfactory enhanced DBS check	✓		

This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18.

The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and

cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.'

*I - Interview A - Application Form R – Reference

“The School as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf”. (Ref: Safeguarding Children and Safer Recruitment in Education 2007).