

## GILLINGSTOOL PRIMARY SCHOOL

*Striving for excellence*



|                                    | <b>Essential</b>   | <b>Desirable</b>  |
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| <b>Qualifications</b>              | Qualified Teacher status   | Evidence of continuous INSET with particular reference to Special Educational Needs (SEN).  |
| <b>Experience</b>                  | <p>The SENCO should have experience of:</p> <ul style="list-style-type: none"> <li>- Teaching Primary and/or secondary</li> <li>- Qualified teacher with at least four years' experience in primary and/or secondary</li> <li>- Evidence of continuing professional development</li> <li>- Evidence of work with colleagues in primary schools</li> <li>- Experience of training other teachers</li> <li>- Experience of working alongside other teachers in the development and learning</li> <li>- Experience of setting targets and monitoring, evaluating and recording progress</li> <li>-</li> </ul>   | <ul style="list-style-type: none"> <li>- In addition, the SENCO might have experience of teaching the whole primary age range dealing with a range of SEN.</li> <li>- Experience of leading a team of teachers on the curriculum initiative</li> <li>- Experience of budget management</li> </ul>   |
| <b>Knowledge and Understanding</b> | <p>The SENCO should have knowledge and understanding of (or willing to receive the relevant qualification):</p> <ul style="list-style-type: none"> <li>- The SEN Code of Conduct and its practical application</li> <li>- The statementing process and the evidence needed</li> <li>- Behavior management techniques for groups and individuals</li> <li>- Familiarity with the concepts of <i>Gifted and Talented</i></li> <li>- Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills</li> <li>- Good understanding of factors promoting effective transfer of learners from one phase of</li> </ul> | <p>In addition the SENCO might have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>- Using comparative information about attainment</li> <li>- The funding support mechanism for SEN</li> <li>- The roles and responsibilities of educational psychologists and of learning and behavior support services</li> <li>- Pastoral support plans</li> <li>- An understanding of the broader secondary and primary context and Government initiatives to raise achievement</li> <li>- Good understanding of the principles behind project management including planning, monitoring, review and evaluation progress</li> <li>- Knowledge and understanding to support EAL children</li> </ul> |

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|                                 | <p>education to the next</p> <ul style="list-style-type: none"> <li>- Good understanding of the principles behind school improvement including school improvement planning, monitoring, review and evaluation of progress</li> </ul>  |  |
| <b>Skills</b>                   | <p>The SENCO will be able to:</p> <ul style="list-style-type: none"> <li>- Make consistent judgements based on careful analysis of available evidence</li> <li>- Excellent classroom practitioner</li> <li>- Good communication skills, both written and oral</li> <li>- Good presentation skills with the ability to enthuse and motivate others</li> <li>- Good organization skills</li> <li>- Empathize with the difficulties of SEN pupils in accepting the curriculum</li> <li>- Manage the co-ordination of teaching assistants in support of SEN pupils</li> </ul> | <p>Confident in the use of information and communication technology.</p> <ul style="list-style-type: none"> <li>- Good influencing and negotiation skills.</li> <li>- Organize and sustain systematic support from a variety of providers for a range of SEN</li> <li>- Advise and motivate teaching staff with SEN initiatives</li> </ul> |
| <b>Personal Characteristics</b> | <ul style="list-style-type: none"> <li>- Willingness to share expertise, skills and knowledge</li> <li>- Sensitivity to the aspirations, needs and self-esteem of others</li> <li>- Commitment to team working</li> <li>- Willingness to address challenging issues with clarity of purpose and diplomacy</li> </ul>  | <ul style="list-style-type: none"> <li>- Preparedness to attend national and regional venues for meetings and training sessions</li> </ul>   |