



SENCO Profile

Criteria	Essential	Desirable
Professional qualifications	<ul style="list-style-type: none"> • A certificate in Education or Degree • Qualified Teacher Status • National Award for Special Educational Needs Co-ordinators • Evidence of continuing and recent further professional development 	
Raising achievement and ensuring high standards	<ul style="list-style-type: none"> • Evidence of being an experienced and effective teacher who is able to use differentiation to ensure all children make good or better progress • Demonstrate good classroom practice and behaviour management • Knowledge of the National Curriculum in KS1 and 2 • Ability to articulate and demonstrate the characteristics of effective planning, teaching and learning and assessment strategies for pupils of all abilities • Ability to provide advice and support to Teachers to ensure high quality teaching for pupils with SEND. 	<ul style="list-style-type: none"> • Understanding of practice throughout the primary phase • Experience of using a range of interventions to ensure accelerated progress for pupils with SEND.
Providing clear leadership and management accountability	<ul style="list-style-type: none"> • To have the ability to develop and maintain an open, supportive and cooperative relationship with all staff which will help to produce excellence in the school • Ability to motivate and lead others • To be able to work effectively under pressure and to plan, prioritise and meet deadlines 	<ul style="list-style-type: none"> • Experience of liaising with outside agencies
Developing and maintaining a quality learning environment	<ul style="list-style-type: none"> • To be fully committed to promoting excellence and an environment where all children achieve their full potential 	<ul style="list-style-type: none"> • Able to use ICT to support SEN teaching and tracking
Nurturing and developing the whole child	<ul style="list-style-type: none"> • Be able to innovate, seek solutions, make effective plans and evaluate successes. 	<ul style="list-style-type: none"> • Experience of analysing ABC incidents and writing behaviour

	<ul style="list-style-type: none"> • A sound understanding of the issues surrounding the safeguarding of children's welfare. • Excellent behaviour management skills 	Plans.
Actively and positively contributing to the team ethos	<ul style="list-style-type: none"> • To communicate enthusiasm and energy • To have good personal presence and a sense of humour • To be approachable, accessible and flexible • To work effectively within a team • To be passionate about Inclusion 	
Promoting positive health, well-being and morale of all staff, pupils, parents and work closely with the community	<ul style="list-style-type: none"> • To demonstrate flexibility appropriate to circumstances • To be able to develop and maintain effective relationships with all stakeholders • Evidence of close professional partnerships with parents to ensure the best possible outcomes for children • To have the ability to establish excellent relationships with all members of the school community together with a sensitive understanding of personnel issues. 	
Providing a safe working environment	<ul style="list-style-type: none"> • Understanding of relevant health and safety issues in schools. 	
Providing value for money	<ul style="list-style-type: none"> • Ability to evaluate own and other peoples effectiveness • Have the desire to attend further training and be proactive in their own development 	
Providing quality provision for SEND	<ul style="list-style-type: none"> • Experience of managing EHCP documents and Annual Reviews • Ability to work to and meet statutory deadlines • A thorough knowledge and understanding of the SEND code of practice 	