



Requirement	Essential	Desirable	Assessed by:
Qualifications	<ul style="list-style-type: none"> ○ Degree or equivalent ○ QTS ○ NASENCo qualification or willingness to achieve the SENCO national professional qualification (NPQ) 	<ul style="list-style-type: none"> ○ Specialist assessor award ○ Evidence of further, relevant qualifications 	A
Experience	<ul style="list-style-type: none"> ○ Proven track record of high-quality secondary teaching ○ Experience of working with students with SEND, including those presenting with SEMH, communication & Interaction and sensory difficulties ○ Experience of analysing learners' functioning, identifying needs and supporting development of associated strategies ○ Experience of multi-agency working and contributing to multi-professional meetings ○ Evidence of excellent behaviour management skills 	<ul style="list-style-type: none"> ○ Experience of working in a PRU or Special School setting ○ Experience as a SENDCO ○ Experience of delivering SEN interventions & monitoring impact ○ Experience of working with neurodiverse learners ○ Experience of working with learners who experience mental health difficulties ○ Experience of running multi-professional meetings ○ Experience of leading CPD for staff ○ Experience of applying for and implementing access arrangements for public examinations ○ Experience of managing transition points and ensuring learners needs are met in next setting 	A, I, R
Knowledge and Skills	<ul style="list-style-type: none"> ○ Knowledge of the SEN Code of Practice ○ Ability to analyse data and use this to inform strategic planning ○ Ability to use evidence to inform most appropriate strategies to support student progress ○ Ability to communicate effectively and prepare clear and concise written and verbal reports which accurately detail complex issues ○ Good knowledge of current educational issues 	<ul style="list-style-type: none"> ○ Knowledge and skills in relation to supporting various mental health conditions ○ Knowledge and skills in relation to neurodiversity 	A, I, R

	<ul style="list-style-type: none"> ○ Knowledge and understanding of working with students who have suffered childhood trauma 		
Personal and Interpersonal Skills	<ul style="list-style-type: none"> ○ Ability to establish effective working relationships with all members of the school community, parents and external partners/agencies ○ Ability to advocate for young people with external agencies ○ Strong personal drive and commitment to see tasks through to completion ○ Ability to hold others to account, providing support and challenge as necessary ○ Ability to effectively prioritise tasks and manage own time 		A, I, R
Safeguarding	<ul style="list-style-type: none"> ○ Enhanced DBS ○ Current Basic Awareness certification ○ Level 3 To have completed or have a willingness to complete further Safeguarding training e.g: ○ Satisfactory reference from current employer 	<ul style="list-style-type: none"> ○ Experience of being a Deputy DSL or DSL 	A, I, R

Assessed by: A= Application, I= interview, R=Records