

Federation SENCO

Overview of the Role:

Our rationale for the SENCO role is that they should advise/co-ordinate provision for in class support (where possible) from our team. We aim for children not to become over reliant on any one person and we are working towards following the MITA principles. We are anticipating that the role will be approximately 50% class based work (this could be supporting individual children/small groups; carrying out observations; advising staff etc.) and 50% leadership and management (this could be paperwork; liaising with other agencies; meetings etc.). Of course there will be some occasions where needs may necessitate changing the proportion of time spent in class.

Your time will be split between the infant and junior school sites. We envisage that this would be in approximately 2-3 week blocks alternating between sites. Each block of time will focus on one class or age group in order to maximize your impact. This would allow the successful applicant to assess children over a period of time and see how the classes run on a day to day basis.

The successful applicant would also be part of our Welfare and Inclusion Team, which comprises the Executive Headteacher, Junior Head of School (DSL), Infant Deputy Head (DSL), Federation SENCO and Pastoral Support Worker which is also a new post. There will be regular meetings of this team which will address the safeguarding, pastoral and SEN needs of our children. It will also ensure peer supervision and support.

Person Specification
Special Educational Needs Coordinator (SENCO)
Stonehouse Park Federation
UPS1 – L1

	Essential	Desirable	Evidence
1 Qualifications and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Safeguarding Training 	<ul style="list-style-type: none"> • Advanced Practitioner Training for Designated Safeguarding Leads • National Award for Special Educational Needs Co-Ordinator 	<ul style="list-style-type: none"> • Application form
2 Experience	<ul style="list-style-type: none"> • A minimum of five years teaching experience. • Experience of teaching KS1. • Experience of teaching children with Autism Spectrum Disorder, Attachment Disorder and other specific needs within a mainstream class. • Experience of leading and managing other staff. • Experience of working closely with parents. 	<ul style="list-style-type: none"> • Experience of teaching EYFS • Experience of teaching KS2. • Experience of working as a SENCO. • Experience of leading in Safeguarding cases • Experience supporting EAL students. • Experience of OFSTED inspection. 	<ul style="list-style-type: none"> • Application form • References
3 Personal Qualities	<ul style="list-style-type: none"> • Approachable and friendly. • Ability to work effectively as part of a team. • Ability to prioritise tasks effectively. • Be solutions focused. • A commitment to children being included in all aspects of school life. • Good interpersonal skills. • Resilient. 		<ul style="list-style-type: none"> • Interview • Group session with children
4 Knowledge and Skills	<ul style="list-style-type: none"> • Effective communication skills. • Ability to support staff in inclusive classroom practice. • Be able to establish a clear picture of a child's strengths and needs. • Ability to set SMART targets and enable staff to support children in achieving them. • Up to date knowledge of the Gloucestershire Graduated Pathway. • Knowledge of Safeguarding procedures and the Early Help Pathway. 	<ul style="list-style-type: none"> • Ability to advocate for vulnerable children. • Knowledge of CPOMS. • Knowledge of Provision Mapper Online. • Knowledge of Nurture principles. 	<ul style="list-style-type: none"> • Interview and application • Interview Tasks
5 Other	<ul style="list-style-type: none"> • Two fully supportive references which cover the candidate's professional, personal and leadership qualities. 		