

HARMONIZE ACADEMY SEND CO-ORDINATOR (SENDCo): PERSON SPECIFICATION

Essential	Desirable	Evidence
Qualifications and experience <ul style="list-style-type: none"> • First degree. • Qualified teacher status. • Qualification in SEN • A continued commitment to own professional development. • Teaching experience within the designated age range. • Detailed knowledge of child safeguarding issues and successful use of measures that promote and ensure the safeguarding of children. • Excellent knowledge of current legislation and guidance on SEN entitlements and provision. • Experience of direct working with students with SEN, organising provision, including preparation of IEPs. 	Qualifications and experience <ul style="list-style-type: none"> • Further relevant professional studies. • Experience of more than one school/academy. • National Award for Special Educational Needs Co-ordination. 	<p>Application form</p> <p>Certificates</p> <p>References</p>

<p>Leading strategically with specific reference to SEN</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Models of effective leadership and organisational structures. • New technologies and their potential impact. • Strategic planning processes, tools and techniques. • Ways of achieving stakeholder and community engagement. • Leading change, creativity and innovation. <p>Skills:</p> <ul style="list-style-type: none"> • Think strategically, analytically and creatively. • Deal with complexity and uncertainty. • Build a vision and communicate clear purpose and sense of direction. • Anticipate, lead and manage change. • Use research to support and challenge practice. • Inspire, challenge, motivate and empower others to attain challenging outcomes. • Celebrate achievement and acknowledge excellence. 	<p>Leading strategically with specific reference to specialism</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Developments in education at local, national and global levels. <p>Skills:</p> <ul style="list-style-type: none"> • Work strategically with governing body. • Demonstrate political acumen. • Build capacity and achieve sustainability. 	<p>Application form</p> <p>References</p> <p>Interview</p>
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<ul style="list-style-type: none">• Model the vision and values of the school.		
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<p>Leading teaching and learning with specific reference to SEN</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Methods to ensure the specified teaching standards 2012 are harnessed and maintained by all teaching staff. • Curriculum design and management. • Ways of applying effective practice and research evidence to improve outcomes. • Principles of quality learning, teaching and assessment including school review and self-evaluation. • Use of external support and expertise. • New technologies to support learning and teaching. • Strategies for improving outcomes and achieving excellence for all. • Tools for data collection and analysis. 	<p>Leading teaching and learning with specific reference to SEN</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Political impact of external, community or family factors on learning. • Behaviour and attendance management. 	<p>Application form</p> <p>References</p> <p>Interviews</p>
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<p>Skills:</p> <ul style="list-style-type: none"> • Design, develop and deliver the curriculum. • Demonstrate equality and diversity in teaching and learning. • Achieve the best possible learning outcomes for all. • Use developmental models for teaching and learning. • Engage parents in student's teaching and learning. • Manage and use performance data. • Deploy technology to support teaching and learning. • Develop and use effective assessment and moderation systems. • Understand whole school culture of best practice in teaching and learning. • Understand flexible and comprehensive learning opportunities for all students. • Capitalise on appropriate sources of external support and expertise. • Evaluate, review and develop systems and structures. 		
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<p>Leading people with specific reference to SEN</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Significance of interpersonal relationships, including impact on teacher performance and pupil learning. • Performance management, continuous professional development and sustained school improvement. • Building motivation, including the importance of celebrating achievement. • Own performance, ways of obtaining feedback and how to improve. • Support and development systems for individuals and teams. 	<p>Leading people with specific reference to SEN</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Building and sustaining a learning community within a diverse workforce. 	<p>Application form</p> <p>References</p> <p>Interviews</p>
<p>Skills:</p> <ul style="list-style-type: none"> • Develop self-awareness, self-management and self-confidence and use effectively. • Listen, reflect and communicate effectively. • Give feedback and provide support to improve performance. • Hold people to account and challenge under performance. • Develop a culture of learning and continuous professional development. • Receive and act on feedback to build on strengths and improve personal performance. • Create a culture which encourages ideas and contributions from others. • High standards of personal and professional conduct. 	<p>Skills:</p> <ul style="list-style-type: none"> • Negotiate and manage conflict, providing appropriate support. • Foster an open, fair and equitable culture. • Motivate, develop, empower and sustain individuals and teams. 	

<p>Leading in the community with specific reference to SEN</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Multi-agency work (including the team around the student), benefits and risks of multi-agency working. • Collaboration and partnership working (including school, home, community and business partnerships). • Wider curriculum beyond the school and opportunities it provides. <p>Skills:</p> <ul style="list-style-type: none"> • Establish and engage in partnerships, including working with multi-agency teams. • Consult, engage and communicate with staff, pupils, parents and carers to enhance pupil's learning. • Engage in cross phase working and transition issues. 	<p>Leading in the community with specific reference to:</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Extended service provision, commissioning and contracting. • The diversity of professional cultures and ways of working. • Diversity and community cohesion issues. • Strengths, capabilities and objectives of other schools, services and agencies. <p>Skills:</p> <ul style="list-style-type: none"> • Collaborate and work within and across the community. • Engage in school-to-school collaboration and contribute to leadership in the wider education system. • Contribute to achievement of community cohesion. • Broker and commission services. 	<p>Application form</p> <p>References</p> <p>Interviews</p>
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