

Somerset Nursery School
Person Specification
Class Teacher and Special Educational Needs Co-Ordinator (SENCO)

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher status. • Degree in relevant subject • Post graduate experience relative to the post • The SENCO will have completed or be willing to undertake 'The National SENCO Award' if they are new to the role since 2009. 	Evidence of continuous INSET with particular reference to Special Educational Needs (SEN).
Experience	<ul style="list-style-type: none"> • At least four years' experience in the early years sector with experience teaching in nursery • Experience of providing excellent provision for all pupils and achieving high standards of pupil progress • Experience of effectively involving parents with their children's development • Experience working in a team; setting targets and monitoring, evaluating and recording progress • Experience leading a team of teachers on a curriculum initiative • Experience training other teachers 	<p>In addition, the SENCO might have experience of teaching the whole primary age range dealing with a range of SEND.</p> <ul style="list-style-type: none"> - Experience of budget management
Knowledge and Understanding	<ul style="list-style-type: none"> • Ability to plan and deliver stimulating teaching experiences in line with EYFS • The ability to refine policy and practice through reflection and consultation • A sound understanding of early years child development. • A sound understanding of EYFS and other documentation relevant to the curriculum. • A sound understanding of inclusion and making the curriculum accessible to all learners. Including strategies for meeting the needs of children with SEND in a mixed ability class situation • Knowledge and understanding to support EAL children • A sound understanding of observation and assessment. • A sound understanding of monitoring provision and practice. • Knowledge of the SEND Code of Conduct and its practical application • Understanding of the EHCP process and the evidence needed • Understanding of behaviour management techniques for groups and individuals • Understanding of the concepts of Gifted and Talented • Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills • A good understanding of the link between mental health and a child's ability to learn 	<p>In addition the SENCO might have knowledge and understanding of:</p> <ul style="list-style-type: none"> • The funding support mechanism for SEND and Inclusion • The roles and responsibilities of educational psychologists and other support services • An understanding of the broader context and Government initiatives to raise achievement
Professional Skills	<ul style="list-style-type: none"> • Excellent classroom practitioner • To take the initiative in a range of situations, to be well-organised, able to work effectively under pressure and to prioritise appropriately to meet deadline 	

	<ul style="list-style-type: none"> • Be able to build positive relations with all stakeholders (including staff, pupils, parents and governors) and to act professionally at all times, providing a role model to other members of the school community • To understand the importance of safeguarding and to be sensitive to confidential issues within the school • Ability to implement strategies for raising pupil achievement, ensuring interventions reflect the individual needs of the child • Ability to impact measure all interventions led by support staff and specialist staff • Ability to organise and sustain systematic support from a variety of providers for a range of SEND • To manage the co-ordination of staff in support of SEND pupils • To advise and motivate teaching staff with SEND initiatives • Present clearly a wide range of specialised information to both educationalists and non-educationalists • Make consistent judgements based on careful analysis of available evidence • Be approachable, accessible, flexible, a good listener and a team player • Ability to build positive, supportive relationships with parents • Good communication skills, both written and oral • Good presentation skills with the ability to enthuse, motivate and support others • Good organisation skills • Good influencing and negotiation skills • The ability to prioritise and manage workloads effectively in order to secure successful outcomes within agreed timescales 	
Personal Qualities	<ul style="list-style-type: none"> • Ability to adapt to changing circumstances and needs • Ability to reflect constructively on practice and to manage needs. • Approachable with excellent interpersonal skills • Ability to promote and develop positive relationships within and beyond the school • Ability to set and work to deadlines • Ability to remain positive • Willingness to share expertise, skills and knowledge • Sensitivity to the aspirations, needs and self-esteem of others • Commitment to team working • Willingness to address challenging issues with clarity of purpose and diplomacy • Ability to self-reflect 	Prepared to attend national and regional venues for meetings and training sessions, which may involve overnight stays and occasional work in the evenings, at weekends or in school holidays.