



Pitmaston Primary School

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Inclusion Co-ordinator (INCo) and Special Educational Needs & Disabilities Co-ordinator (SENDCo)

Person Specification	
Criteria	Qualities
<p>Qualifications and Training</p>	<p>Essential:</p> <ul style="list-style-type: none"> • Qualified Teacher Status • NPQ SENCo qualification (mandatory September 2024) • or National Award for SENCo qualification • Degree <p>Desirable:</p> <ul style="list-style-type: none"> • Trauma Informed Practitioner and training • THRIVE practitioner and training • Mental Health and well-being training • Restrictive Interventions Training • Paediatric First Aid Training / First Aid Training
<p>Experience</p>	<p>Essential:</p> <ul style="list-style-type: none"> • Significant teaching experience within a primary setting across the key stages • Supporting teachers with pupils with challenging needs including Social, Emotional and Mental Health needs • Proven experience of leading SEND provision at whole-school level • Experience of managing a high number of EHCPs and complex casework • Experience of leading statutory processes including annual reviews, EHCP assessments and working with the local authority • Experience of making a wide range of referrals to numerous agencies • Understanding of the needs of pupils with speech, language and communication needs (SLCN), and how to adapt teaching and provision to support access to the curriculum • Experience of working with a wide range of SEND, including SLCN, ASD and specific learning difficulties • Experience of developing staff practice through CPD, coaching or INSET • Experience of working effectively with parents and a range of external agencies <p>Desirable:</p> <ul style="list-style-type: none"> • Experience of working in a large school setting • Experience of contributing to whole-school improvement • Experience of being part of a Senior Leadership Team



<p>Professional Knowledge</p>	<p>Essential:</p> <ul style="list-style-type: none"> • Knowledge of current national SEND reforms • Strong and up-to-date knowledge of the SEND Code of Practice • Secure understanding of high-quality teaching and adaptive practice for pupils with SEND • Knowledge of effective intervention strategies and how to evaluate their impact • Understanding of the graduated approach and ordinarily available provision • Ability to analyse and interpret data to evaluate provision and improve outcomes • Understanding of the needs of pupils with social, emotional and mental health needs • Understanding of the distinction and overlap between SEND and EAL, ensuring accurate identification of need • Strong knowledge of safeguarding responsibilities, particularly for vulnerable pupils <p>Desirable:</p> <ul style="list-style-type: none"> • Knowledge of local authority priorities
<p>Skills</p>	<p>Essential:</p> <ul style="list-style-type: none"> • Ability to lead, influence and challenge colleagues effectively • Ability to hold staff to account for the progress and inclusion of pupils with SEND • Excellent communication and interpersonal skills • Ability to build strong working relationships with staff, parents and external professionals • Strong organisational and strategic planning skills • Ability to manage competing priorities and work effectively under pressure • Ability to evaluate provision and implement improvements • Ability to present to stakeholders i.e. Governors, staff • Ability to lead training and CPD sessions both in school and externally
<p>Personal Qualities</p>	<p>Essential:</p> <ul style="list-style-type: none"> • Commitment to achieving the best possible outcomes for all pupils • Strong commitment to inclusion, equality and high expectations • Resilient, proactive and solution-focused • Strong social skills and communication skills • Ability to work independently and as part of a team • High levels of professional integrity and accountability • Ability to remain calm, prioritise workload and make effective decisions in complex situations • Commitment to safeguarding and promoting the welfare of children.

