



# The Three Saints Academy Trust

Chief Executive Officer: Kirsty Tennyson

## SENDCO & Class Teacher Person Specification

<b>Qualifications</b>	
Qualified Teacher status	E
Good degree or equivalent	E
National Qualification for Special Educational Needs Co-ordination or willingness to do so	D
<b>SEND Specific Knowledge, Skills &amp; Experience</b>	
Understand the SEN Code of Practice, including legal requirements and statutory guidance for schools	E
Experience of applying the SEN Code of Practice in school to meet the special educational needs of pupils in all key stages	E
Knowledge of the four broad areas of special educational needs: <ul style="list-style-type: none"> <li>• communication and interaction</li> <li>• cognition and learning</li> <li>• social, emotional and mental health difficulties</li> <li>• sensory and / or physical needs</li> </ul>	E
Knowledge and experience of planning and implementing SEND Support Plans and applying a graduated response to SEND	E
Experience of monitoring the impact of SEND provision including effectiveness of interventions and identifying next steps	E
Manage the co-ordination of additional adults effectively to ensure pupils with SEND make strong progress from their individual starting points	E
Understand the role of external services that support the provision for SEND pupils within schools and work effectively with such partners	E
Ability to lead/ chair SEND meetings for professionals and families	E
Knowledge of services/external agencies to signpost families to that may be able to offer support	E
Lead training and offer support for teachers and teaching assistants to enable them to confidently work with children with a range of special educational needs	E
Analyse and present data relating to pupils with SEND, identifying next steps and evaluating impact	E
Ability to lead by example and ensure all staff are working towards the same vision for pupils with SEND	E
<b>Professional Development</b>	
Evidence of recent professional development relevant to the post of SENDCO	E
Has successfully undertaken appropriate safeguarding training	E
Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff	E

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Mark 9:23

Registered office:

Barton Close, St Helens, Merseyside, WA10 2HS  
01744 734320

stmarythomas@three-saints.org.uk  
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<b>Experience</b>	
Significant experience of successful teaching in the primary age phase	E
Evidence of highly effective teaching in at least two key stages	D
Substantial knowledge and understanding of learning and teaching at Key Stage 1	E
Evidence of some leadership experience in the primary age phase	D
To be able to use data, assessment and target setting to raise standards and address weaknesses	E
Responsibility for developing, monitoring and evaluation of some aspects of school provision	E
Experience of working with and developing links with external partners	D
<b>Knowledge and Understanding</b>	
Confident use of ICT skills	E
Knowledge and understanding of data analysis and the ability to use data to set targets for improvement	E
To be able to demonstrate an understanding of strategies required for improving the quality of teaching and learning	E
To be able to demonstrate an understanding of strategies for school improvement and raising standards of achievement	E
Up to date knowledge & understanding of the current national education agenda in relation to EYFS, Key Stage 1 and SEND provision	E
Understanding of how children & adults learn and effectively apply their learning	E
Understanding of how to support children with additional educational needs across the school, measuring interventions effectively and using the pupil premium to good effect to ensure pupil progress	E
Ability to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	E
<b>Leadership Skills and Management Experience</b>	
Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them	E
Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel	E
Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes	E
Ability to manage effectively pupil discipline and have a commitment to a high level of pastoral care	E
Ability to act as a role model of good classroom practice and model effective strategies for staff	E
Hold all staff to account for their professional conduct and practice	E

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Ensure a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society	E
Measure and manage the performance of staff, as appropriate, addressing any under-performance, supporting staff to improve and valuing excellent practice	D
Effective administration and organisational skills	E
Seek advice and support when necessary	E
Deal sensitively with stakeholders	E
Evidence of successful action planning and delivery	E
<b>Decision-making Skills</b>	
Ability to investigate, resolve problems and make decisions	E
This will include an ability to:	
<ul style="list-style-type: none"> <li>Collect and weigh evidence, make judgements and take decisions in line with good educational practice</li> </ul>	E
<ul style="list-style-type: none"> <li>Think creatively and imaginatively to solve problems and identify opportunities</li> </ul>	E
<b>Communication Skills</b>	
Ability to communicate clearly and take into account, where appropriate, the views of others	E
Effectively communicate orally and in writing to a range of audiences	E
Negotiate, consult and the capacity to influence others	E
<b>Self Management Skills/ Professional Development</b>	
Evidence of working collaboratively with other schools, organisations and agencies	E
Ability to plan time and organise work effectively	E
This will include an ability to:	
<ul style="list-style-type: none"> <li>Prioritise and manage time</li> </ul>	E
<ul style="list-style-type: none"> <li>Work under pressure and meet deadlines</li> </ul>	E
<ul style="list-style-type: none"> <li>Be self motivating and set personal goals</li> </ul>	E
<b>School Ethos</b>	
An ability and commitment to develop and maintain the ethos of the school in partnership with the Headteacher and senior leadership team	E
Ability to support and help develop a vision for high quality education which promotes spiritual, moral and cultural development, British Values and equality and diversity	E
Ability to ensure that the school atmosphere is welcoming and that parents are encouraged to take an active part in the life of the school and their child's education	E
<b>Personal Attributes</b>	
Adaptability to changing circumstances and ideas	E

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Energy and enthusiasm	E
Reliability and integrity	E
Outstanding interpersonal skills	E
Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local and wider community as well as external agencies.	E
Excellent attendance record	E

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