

CHILWELL FAMILY OF SCHOOLS

PERSON SPECIFICATION: FAMILY SENCO

Schools: Chilwell Secondary School; Beeston Rylands Junior School; John Clifford Primary School; The Lanes Primary School; Trent Vale Infant and Nursery School

The successful candidate will work strategically across the five schools to strengthen inclusive practice, support school-based SENCOs, coordinate Family of Schools processes and promote fair, evidence-informed use of resources so that children and young people with SEND achieve the best possible outcomes.

Key Areas	Essential Criteria	Desirable Criteria	Method of Assessment
Qualifications and professional standing	• Holds the NASENCO qualification or NPQ for SENCOs, as applicable to their appointment and the relevant statutory transitional arrangements. • Is a qualified teacher and is committed to continuing professional development.	• Further relevant postgraduate study or accredited development in SEND, inclusion, leadership or school improvement.	Application form; certificates; references
Relevant experience	• Proven experience of working successfully as a school SENCO. • Experience of coordinating SEND provision, advising colleagues and working with families and external professionals. • Can use pupil and provision data to inform decisions and evaluate impact.	• Experience of mentoring or inducting new SENCOs. • Experience of working across more than one school or contributing to a SEND partnership.	Application form; supporting statement; interview; references
SEND knowledge and statutory responsibilities	• Secure, current knowledge of the SEND Code of Practice (0–25), Children and Families Act 2014, Equality Act 2010 and relevant regulations and statutory guidance. • Understands the graduated approach, high-quality inclusive teaching, EHC needs assessments and plans, annual reviews, reasonable adjustments and pupil/parent participation. • Can support schools to update and publish SEND policies and annual SEN information reports in line with statutory requirements.	• Knowledge of current Nottinghamshire SEND pathways, local procedures and local area priorities.	Application form; supporting statement; interview; scenario/task
Local Authority liaison and Family coordination	• Acts as the point of contact for the Local Authority and disseminates relevant information across the Family of Schools accurately and promptly. • Ensures termly Family SENCo meetings take place. • Attends termly District SENCo Network events and termly primary and secondary springboard meetings for the Family. • Represents the views of SENCOs and headteachers at district events and contributes to district moderation events.	• Contributes to wider SEN network events. • Represents Family SEND issues at headteacher meetings, reporting on decisions and monitoring and raising the profile of SEND.	Application form; supporting statement; interview
AFN, HLN moderation and funding data	• Coordinates Family of Schools moderation to support fair and consistent allocation of Additional Family Needs (AFN) funding. • Ensures moderation of HLN panel requests and emergency HLN requests, and checks the list of requests before each HLN panel meeting. • Ensures the Local Authority receives accurate FAM data within required timescales. • Provides information to enable the District SENCo to track the features of High Needs funding across the Family. • Supports the District SENCo, in a supporting role, with the annual SEF concerning the use of High Needs Block monies. • Applies agreed criteria consistently, handles sensitive information securely and can explain moderation processes clearly.	• Collates and analyses additional SEND monitoring data to inform funding decisions. • Experience of reviewing the impact and appropriate use of allocated resources.	Application form; interview; practical moderation/data task; references
School visits, provision and impact	• Can review SEND provision across settings, identify strengths and areas for development, and provide constructive support and challenge. • Understands evidence-informed approaches across communication and interaction, cognition and learning, social, emotional and mental health, and sensory and/or physical needs. • Can support schools to evaluate interventions using pupil progress, participation, wellbeing and other relevant evidence.	• Visits schools to monitor AFN resource use, support SENCOs and share best practice. • Provides guidance on complex casework and adapts provision to individual pupil needs. • Supports transitions between settings and phases.	Application form; supporting statement; interview; scenario/task
Training, mentoring and SEND development	• Can communicate legislative changes, Local Authority updates and emerging best practice in a clear, practical way. • Can identify development priorities and support colleagues to improve provision across different settings.	• Coordinates Family SEND training needs and delivery. • Mentors and supports the induction of new SENCOs. • Contributes to county-wide SEND events, including presentations, logistics and recommending topics. • Forms or contributes to subgroups developing local policy.	Application form; interview; presentation/task
Strategic partnership and communication	• Communicates clearly, diplomatically and confidently with school leaders, SENCOs, Local Authority colleagues, families and external professionals. • Builds positive relationships across primary and secondary phases and can challenge practice	• Advises on how Local Authority support services could better meet the needs of schools in the Family.	Supporting statement; interview; references

	respectfully. • Is proactive in identifying local SEND issues and communicating these to the Local Authority.		
Organisation, judgement and working style	• Is highly organised and can prioritise a varied workload across five schools within a typical commitment of one or two days per week. • Works independently, uses initiative and sound professional judgement, and keeps relevant colleagues informed. • Is flexible about working location and able to travel between the schools and attend network meetings.	• Experience of project planning, service improvement or coordinating work against shared milestones.	Application form; interview; references
Values, inclusion and safeguarding	• Demonstrates a strong commitment to inclusion, equality of opportunity, participation, safety and wellbeing for children and young people with SEND. • Promotes meaningful involvement of pupils and parents/carers in decisions. • Understands safeguarding responsibilities, professional boundaries, confidentiality and data protection. • Supports a collaborative culture focused on improving outcomes for all pupils.	• Evidence of leading inclusive practice or contributing to wider school improvement for pupils with SEND.	Supporting statement; interview; references; pre-employment checks