



GREAT OAK MULTI ACADEMY TRUST

Trust SENCO Person Specification

The following outlines the key skills and experience we are looking for in the SENCO at Great Oak Multi Academy Trust and our selection decision will be based on the criteria detailed within this document. The selection panel will assess candidates against the criteria, expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied, or an awareness of how to apply, this knowledge and understanding in the school context.

Please ensure when completing your application and supporting statement that you address the relevant criteria. As appropriate your responses should include your role, the actions and decisions you took and the outcome or impact of your involvement.

	Essential	Desirable
Training, Qualifications and Self Development		
Qualified Teacher Status	Yes	
Accredited SENCo qualification or commitment to undertake if appointed in 2025-2026	Yes	
Accredited Mental Health Lead qualification or commitment to undertake if appointed	Yes	
Further relevant professional qualifications		Yes
Relevant recent roles or professional development that helps to prepare for this position	Yes	
Commitment to ongoing professional development	Yes	
Experience, Knowledge and Understanding		
Strong understanding of, and commitment to Safeguarding and Equality	Yes	
Experience of being a DDSL or DSL		Yes
Experience of teaching in a mainstream primary school setting	Yes	
Experience of working in different schools or supporting colleagues in other schools		Yes
SENCO experience and knowledge of the SEND Code of Practice		Yes
Experience of working across the Primary age range		Yes
Experience of undertaking a range of SEND assessments and working with external agencies	Yes	
Experience of line managing Teaching Assistants to support 'quality first' teaching and deliver high quality interventions		Yes
Understanding of the EHCP and EHA processes	Yes	
Experience of the EHCP and EHA processes		Yes
Understanding of working with children with a range of learning needs / SEND and strategies to support them effectively	Yes	



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Understanding of a schools' role in working with young people experiencing mental health issues, providing initial support and guidance before professional help is obtained	Yes	
Experience in supporting children with emotional well-being needs or those with mental health issues, providing initial support and guidance before professional help is obtained		Yes
Involvement in leading training and supporting teachers	Yes	
Understanding of what makes 'quality first' teaching, and of effective intervention strategies	Yes	
Skills		
Able to influence, motivate and inspire staff and build effective working relationships	Yes	
Good record keeping skills and ability to analyse and use data to inform provision planning	Yes	
Ability to effectively monitor progress of SEND and disadvantaged children, ensuring they are well supported to achieve their full potential	Yes	
Ability to build and maintain quality relationships through strong interpersonal skills and effective communication	Yes	
Personal Attributes		
Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school / Trust	Yes	
Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability	Yes	
A positive and energetic attitude with high expectations of self as a professional	Yes	
Ability to work under pressure and prioritise effectively	Yes	
Ability to work effectively as part of a team and contribute positively to the life of our schools	Yes	
Flexible, approachable and a good listener	Yes	
Demonstrate resilience and optimism	Yes	
Genuinely likes children	Yes	