**Person Specification:**

**Essential requirements** are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

**Desirable requirements** are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

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|  | **Essential** | **Desirable** | **Evidenced through** |
| **Knowledge and Qualifications** | Qualified Teacher Status, with evidence of continual professional development that is relevant and appropriate to the post  Very good knowledge of pedagogy, research, initiatives and technologies in learning and child development  Knowledge of the full national curriculum with particular interest and expertise in at least one area  National SENCo Award or an intention to become accredited with a strong knowledge, understanding and awareness of the implications of the SEND Code of Practice and the practical application in meeting the needs of pupils with SEND.  A good knowledge of emerging technology and the use of ICT to enhance learning and engage pupils  Current knowledge of safeguarding legislation, equal opportunities, health and safety and SEND, and government guidance relevant to the post  Good understanding of planning and implementing Education Health Care Plans (EHCPs) and SEND support plans including monitoring, assessment, recording & reporting pupil progress. | An understanding of the role of parents and the community in school improvement and how this can be promoted and developed  Knowledge of the role of external services to support provision for SEND pupils in a mainstream school. | Application/CV  Documentary evidence  Interview |
| **Skills** | Ability to challenge and differentiate teaching and learning for pupils of all abilities and needs, making learning exciting, relevant and cross curricular, working collaboratively to create a vibrant, happy and challenging learning environment  Ability to plan and implement a cohesive, creative and innovative curriculum  A skilful communicator with strong, interpersonal and presentation skills, both verbal and written that naturally adapts to a diverse audience and may require influencing, directing, challenging or motivating others  Skilled in organising and sustaining positive support from a variety of providers for a range of special educational needs | Ability to analyse data for the effective monitoring and assessment of pupil performance and target setting with particular reference to pupils with SEND and other vulnerable groups  Ability to use ICT to support the systems and management of data for pupils with SEND and pupils learning. | Application/CV  Interview  Presentation  References |
| **Experience** | Experience of systematically assessing, monitoring and evaluating pupil attainment, and adjusting provision, in order to accelerate progress  Experience of collaborating and building effective relationships with parents, carers, colleagues and the wider community  Successful experience of teaching children with SEND and other vulnerable groups  Experience of positive behaviour management to support children with SEMH needs | Experience of teaching in a range of schools with different contexts  Experience of collaborative working with multi-agencies for the benefit of the pupils  Experience of participating in extra-curricular activities, residential and local visits to enrich learning experiences  Experience of being inspected by OFSTED.  Manage the co-ordination of teaching assistants in support of pupils with SEND | Application/CV  Interview  References |
| **Personal attributes** | Enthusiastic, positive and approachable, with the presence to inspire confidence and trust, combined with a love of teaching and seeing children progress and develop  Strong working ethos with a high level of commitment to the school, its improvement, its ethos and its values; welcomes accountability to a wide range of groups  Ability to work effectively as part of a team and form positive relationships with pupils, parents and carers, colleagues and the wider community  Committed to the academic, spiritual, moral, social, emotional and cultural development of pupils, recognising and valuing the richness and diversity of pupils and the school community  Commitment to excellence in learning and teaching, whilst recognising the importance of work-life balance  Adaptable, resilient and sensitive when dealing with challenging situations with the ability to be reflective and self-critical and to respond to feedback  Willing to share expertise, knowledge, skills and ability to support and encourage others  Promote and support positive and high standards of behaviour |  | Interview  Presentation  References |