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| **POST TITLE: ASSISTANT VICE PRINCIPAL, SENDCo** | **Essential** | **Desirable** |
| **QUALIFICATIONS & TRAINING** | | |
| Educated to degree level or equivalent |  |  |
| Qualified Teacher Status (QTS) or equivalent |  |  |
| Training in a range of SEND |  |  |
| National Award in SEND Coordination (NASENCo) |  |  |
| **EXPERIENCE** | | |
| Working knowledge of the SEND Code of Practice 2014 |  |  |
| Knowledge and understanding of current educational and curricular developments in relation to SEND |  |  |
| Knowledge of the Equality Act 2010 |  |  |
| Proven record of excellent teaching |  |  |
| High standards of classroom management |  |  |
| Experience of analysing student progress data to identify priorities and plan for improvement |  |  |
| Experience of working with a range of students across all secondary age ranges with special educational needs |  |  |
| Experience of making reasonable adjustments within a mainstream setting in order to meet student’s needs |  |  |
| Experience of writing support plans, smart targets and planning support and intervention based on external agency advice |  |  |
| Experience of completing external agency referrals |  |  |
| Experience of applying for Educational Healthcare Plans |  |  |
| Experience of planning and leading multi-agency meetings |  |  |
| Experience of completing assessments to assess learner needs |  |  |
| Experience of working collaboratively to raise standards of students’ achievement |  |  |
| Skilled at making and sustaining positive relationships with students |  |  |
| Experience of effectively managing students’ behaviour in a positive manner, with consistent clear boundaries following the school’s behaviour for learning policy |  |  |
| Knowledge and understanding of effective SEND pedagogy |  |  |
| Able to stimulate students’ interest in learning |  |  |
| **SKILLS & ABILITIES** | | |
| Leadership and people management skills |  |  |
| Ability to prioritise workload effectively to meet deadlines |  |  |
| Clear vision, strong motivation and an innovative approach |  |  |
| Excellent communication and inter-personal skills |  |  |
| Ability to inspire high levels of performance in all students regardless of their starting points |  |  |
| **ATTITUDE AND BEHAVIOURS** | | |
| Commitment to own personal and professional development |  |  |
| A supportive and co-operative team member |  |  |
| Act with integrity, honesty, and fairness |  |  |
| Ability to work under pressure and prioritise effectively |  |  |
| Ability to work outside of academy hours in line with the academy and community needs |  |  |
| Good communication skills |  |  |
| Confident user of ICT |  |  |
| Flexible and able to adapt to changing priorities |  |  |
| A pragmatic ‘can-do’ and flexible approach to tasks with an ability to ensure work is completed to the appropriate standards required |  |  |
| **OTHER REQUIREMENTS** | | |
| Valid driving licence with entitlement to drive in the UK |  |  |
| Satisfactory completion of all pre-employment checks, including an Enhanced DBS disclosure with children’s barred list checks |  |  |