TORQUAY GIRLS' GRAMMAR SCHOOL

Person Specification:

Associate Assistant Headteacher

SENDCo

Qualifications	- Qualified Teacher Status - Good Honours Degree - CPT3a & a working knowledge of access arrangements. - NASENCo qualification or willingness to undertake
Experience	- Safeguarding experience and a qualification to a minimum level 2. - Successful experience of teaching the age range served by the Academy within a SEND department - Experience of action planning and introducing effective strategies for improvement, intervention and support. - Extensive experience of identifying, and working with, children and young people who are vulnerable and/or with a wide range of special educational needs. - Working with external organisations, leading and attending multi agency meetings. - Working with parents/carers and families. - Experience of leading or developing SEND in an educational setting. - Experience of leading a team of Learning Support Assistants and other Learning Support staff.
Knowledge, Skills and Abilities	- Knowledge of national legislation and statutory requirements related to SEND and working with children and young people. - Ability to formulate aims, policies and plans and monitor, evaluate and review the impact of these. - Understanding of the issues related to disadvantage and pupil progress. - Evidence of continuous professional development relevant to the post. - Ability to provide clear educational vision and direction and lead by example. - Awareness of support available for young people with Special Educational Needs and Disabilities. - Awareness of organisations that offer support for students and families nationally and in the locality. - Understanding, and application, of confidentiality. - Evidence of implementation of successful strategies to overcome barriers of learning. - Understanding of the principles of effective teaching and learning and the ability to promote a culture or learning and engagement throughout the school - An ability to write academically and professionally. To write and prepare educational reports.

	• Ability to synthesise research and effective practice to enhance policy and processes in our school.
	• Ability to consult and negotiate effectively with different stakeholders involved with the school, including students.
	• Ability to prioritise workload.
	• Ability to plan, allocate, delegate, support and evaluate work undertaken by groups, teams, and individuals.
	• IT literacy (including Microsoft Office and learning platforms e.g., ClassCharts, SIMs)
	• Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion.
	• Ability to create and maintain an environment which promotes good behaviour, discipline and celebrates success.
	• Ability to keep accurate records and strong written communication and problem-solving skills.
	• Ability to appropriately plan, deliver and assess the impact of staff training.
Attitude & Disposition	• Clear vision and experience in how inclusion can be led, promoted, and implemented.
	• Professional and a positive role mode.
	• A patient and resilient attitude.
	• Ability to remain calm whilst under pressure.
	• Work in ways that promote equality of opportunity, participation, and diversity.
	• Ability to motivate pupils
	• High energy, enthusiasm, and a sense of humour.
	• Ability to make decisions.
	• High level of initiative and independence.
	• Professional in appearance, manner and attitude
	• Excellent organisational and time management skills
	• Excellent active listening, communication, and interpersonal skills.
	• Able to work independently, under pressure, and be a team player
	• Ability to consult, reflect and evaluate practice of self and others
	• Excellent guidance, advisory, persuasiveness and negotiating skills.
	• Ability to build strong relationships and establish credibility with pupils, parents/ carers, academic staff, and senior leaders.
	• Have the ability to work effectively and network with a wide variety of support services, stakeholders, and providers.
	• Willingness to attend training, undertake research and engage with professional development.