



PERSON SPECIFICATION CTL – Learning Support SENCO

A Person Specification defines the required qualifications, knowledge, skills and qualities of the staff sought by Minster Trust for Education (MITRE) Trustees in the recruitment and selection process – these are referred to as essential in the table below.

All members of staff employed by the Minster Trust for Education support and promote the school's aims:

1. To create an atmosphere of caring and purpose derived from commitment to moral and religious principles;
2. To engender a lifelong love of learning;
3. To encourage each child to strive for his or her best in intellectual, physical and spiritual growth;
4. To help each child to develop relationships with others which are founded on mutual respect and the pursuit of lasting happiness;
5. To encourage and develop leadership and active citizenship within the school and wider community which fosters a sense of dignity, vocation and purpose for every individual;
6. To develop and maintain excellence in teaching and learning.

*Note: when completing your application form please have regard to how each of the **essential** elements of the person specification will be assessed (refer to evidence key at the end of this document). In particular, please ensure that you provide **written** evidence of how you meet the specification for those noted as **W**.*

Attributes & Requirements

	<i>Essential</i>	<i>Desirable</i>
Education & Training	<ul style="list-style-type: none"> • A good honours degree or equivalent and PGCE or equivalent. (D/W) • Qualified Teacher Status. (D/W) 	<ul style="list-style-type: none"> • A further qualification, degree, diploma, certificate in a relevant subject. (D/W) • A recognised middle leaders qualification. (D/W) • The National Award for Special Educational Needs Coordination. (D/W)
Experience and Skills	<ul style="list-style-type: none"> • At least two years of teaching experience in a state secondary school. (W) • Teaching experience with students at key stages 3, 4 and 5. (W) 	<ul style="list-style-type: none"> • Experience of supporting colleagues



	<ul style="list-style-type: none"> • Proven track record of successfully delivering curriculum based projects with positive impact on student outcomes. (I) • Up to date knowledge of the national curriculum, exam courses and assessment requirements for all subject areas of responsibility. (I) • An excellent classroom teacher with a track record of success. (W/I) • A clearly demonstrated track record of achievement for students (beyond own classes), such that they make excellent progress and achieve impressive examination outcomes. (W/I) 	to improve their practice. (I)
	<ul style="list-style-type: none"> • Evidence of a commitment to continuing professional development. (I) • Willingness to actively participate in professional learning. (I) • Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape. (W/I) • Experience of leading professional learning activities within the specialist curriculum area. (I) • A willingness to lead aspects of whole school professional learning. (I) • A commitment to the professional learning of others, with a view to their own career progression and also to succession planning. (I) 	<ul style="list-style-type: none"> • Experience of leading whole school professional learning activities (I)
	<ul style="list-style-type: none"> • Ability to develop new strategies based on ideas and research. (W/I) • Ability to communicate ideas clearly to colleagues, students and parents. (I) • Ability to plan for and deliver change, evaluating practice to identify areas for further improvement. (I) • Ability to recognize good quality teaching and to support others to be effective practitioners. (I) • Ability to create a stimulating climate for learning throughout the curriculum area. (I) • Ability to relate well to students and colleagues in a professional manner and in a variety of contexts. (I) • Ability to give and receive feedback effectively. (I) • Effective administrative and organizational skills. (I) • Ability to prioritise and delegate, meeting deadlines and objectives. (I) • Ability to write with clarity and accuracy. (I) 	



	<ul style="list-style-type: none"> Ability to effectively manage a budget, securing best value for money and prudently targeted spending. (I) 	
	<ul style="list-style-type: none"> A commitment to lifelong learning for all. (I) The ability to persuade and motivate others. (I) Excellent communication skills. (W/I) Enthusiasm for working with other professionals and the confidence to support them in their own development. (I) The ability to establish effective working relationships with individuals, groups and organisations. (W/I) The ability to remain calm and diffuse situations. (I) The demonstration of concern for excellence in all areas of professional work and the achievement of students. (W/I) The demonstration of a well-developed sense of the spiritual dimension of life and commitment to support the school's denominational aims. (I) Adaptability and resilience, with the ability to cope with periods of work pressure with good humour and a sense of proportion. (I) A clearly articulated and upheld vision for the curriculum area, in keeping with whole school ethos and values. (I) The confidence to make decisions, genuinely taking on board the views of others. (I) A commitment to leading a range of inclusive extra-curricular activities. (I) 	<ul style="list-style-type: none"> A willingness to contribute to the wider life of the school. (I) Sufficient credibility to work beyond the context of The Minster School and influence the practice of others. (I)
Other Conditions	<ul style="list-style-type: none"> Knowledge of the health and safety requirements relating to all aspects of curriculum provision. (I) Demonstrable evidence of achievement in current post. (W/I) 	
Equal Opportunities & Safeguarding	<ul style="list-style-type: none"> Commitment to equal opportunities. (I) Commitment to safeguarding students with full adherence to child protection and safeguarding policy and staff codes of conduct. (I) Must be able to recognise discrimination in its many forms and be willing to put equality policies into practice. (I) 	

Evidence key: Written Application (W), Documentary evidence (D), Interview/assessment (I)

Note: Where the requirements are 'Essential' and marked as evidenced by your written application (W) – if your written application does not state how you meet the essential criteria, you will not be shortlisted.



Minster Trust for Education



23rd September 2021