

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
<p>KNOWLEDGE</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understanding of relevant policies/code of practice and awareness of relevant legislation, commitment to keep abreast of developments in the specialism and changes to legislation. <input type="checkbox"/> Understanding of the Local Offer. Understanding of learning processes, barriers to learning and behaviour management strategies to facilitate <input type="checkbox"/> delivering learning activities effectively. Understanding of children’s educational and emotional needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Commitment to developing SEND knowledge through subject specific research/CPD.
<p>SKILLS</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Excellent standard of oral and written communication skills and ability to understand and convey complex needs and information. <input type="checkbox"/> Good organisational skills. <input type="checkbox"/> Excellent interpersonal skills. <input type="checkbox"/> Good working knowledge of IT, ability to use internet effectively and knowledge of Bromcom. <input type="checkbox"/> Have good administrative skills. 	
<p>EXPERIENCE</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrable, recent experience working within SEN <input type="checkbox"/> Proven experience of working effectively with SEND students, students with additional needs and/or disabilities on an individual basis or in groups. Experience of researching, planning and evaluating learning activities. Demonstrable experience of working effectively with parents/carers of young people and external agencies. Experience of developing and implementing individual student development plans, assessments and a range of interventions 	<ul style="list-style-type: none"> <input type="checkbox"/> Previous experience of supervising staff. <input type="checkbox"/> Experience, under appropriate supervision, of planning, preparing and delivering effective interventions.

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<p>ABILITIES</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work collaboratively to reach targets and outcomes for children. <input type="checkbox"/> Work constructively as part of a team, understand classroom roles and responsibilities and own position within these. <input type="checkbox"/> Able to self-evaluate learning needs and actively seek learning opportunities. <input type="checkbox"/> Able to maintain confidentiality. <input type="checkbox"/> Able to engage constructively with a wide range of stakeholders such as students, parents/carers and external organisations. <input type="checkbox"/> Able to work flexibly and respond to developing needs. 	
<p>PERSONAL ATTRIBUTES</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A keen interest in working with children and commitment to promote the inclusion and acceptance of all students. <input type="checkbox"/> Empathy and excellent listening skills. A caring and understanding attitude. Possess emotional intelligence and resilience. <input type="checkbox"/> Able to remain calm under pressure and make good decisions. <input type="checkbox"/> Patient, calm and work well under pressure. <input type="checkbox"/> Confidence to manage and supervise classes or specific provision effectively. 	
<p>EQUALITY</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An understanding of, acceptance and commitment to the fundamental principles of equal opportunities. <input type="checkbox"/> Able to work in a way that promotes equality of opportunity and respect for diversity. <input type="checkbox"/> Proactive and passionate about equality, diversity and inclusion. <input type="checkbox"/> Ability to communicate effectively with people from a variety of backgrounds. 	
<p>SAFEGUARDING</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of a commitment to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. <input type="checkbox"/> Able to work in a way that promotes the safety and well-being of children and young people. <input type="checkbox"/> This role involves working with children on a daily basis and is therefore in regulated activity. 	

