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|  | Essential | Desirable |
| **Education and Professional Qualifications** |  |  |
| Qualified Teacher Status |  |  |
| Degree / PGCE or equivalent qualifications |  |  |
| Evidence of continuous professional development, with an SEN focus |  |  |
| Other educational/professional qualifications/middle leadership |  |  |
| Working on / willingness to undertake NPQSL |  |  |
| Non-educational qualifications e.g. sport, Music, First Aid, Team Teach |  |  |
| **Leadership and Management** |  |  |
| To demonstrate appropriate skills to manage colleagues in different situations within a pressurised environment |  |  |
| Experience working with children within the field of Special Education |  |  |
| Experience as a Middle Leader Team member |  |  |
| Experience of leading Learning Support Assistants |  |  |
| Experience of working in positive collaboration with families and other stakeholders within the community |  |  |
| Thorough understanding of child safeguarding and proven experience of promoting child wellbeing |  |  |
| Current knowledge and understanding of Safeguarding and Child Protection issues for staff and pupils |  |  |
| Knowledge and understanding of the new statutory framework for SEN, the National Curriculum and the P Scales framework |  |  |
| Ability to manage and prioritise workload, appropriately delegate tasks and support colleges in undertaking their responsibilities |  |  |
| Evidence of representing a school in a management role |  |  |
| **Teaching and Learning** |  |  |
| An excellent understanding of and experience in using Teacher assessment and data analysis and how this translates into pupil progress and learning |  |  |
| Experience in more than one phase of education |  |  |
| Experience of working in a SEN environment |  |  |
| Knowledge and understanding of social, emotional, mental health issues |  |  |
| Demonstrate an understanding of Thrive and therapeutic support to develop emotional resilience |  | 🗸 |
| Experience in co-ordinating one or more curriculum areas, including identifying needs, planning monitoring and evaluation of standards either across the whole school or key stage and subject area |  |  |
| Excellent people skills – motivating, nurturing and challenging children and adults to achieve their best |  |  |
| Evidence of contributing to the development of teaching and learning strategies with a staff team |  |  |
| Knowledge of alternative curricular/vocational opportunities available for pupils and young people |  |  |
| Evidence of outstanding teaching which has proven to be consistently good over time |  |  |
| **Skills and Strengths** |  |  |
| High standards verbal and written communication skills as well as the effective use of IT and new technologies |  |  |
| High standard of report writing skills |  |  |
| Ability to inspire, motivate and innovate |  |  |
| Ability to make difficult decisions with compassion |  |  |
| Able to build and maintain successful and purposeful relationships |  |  |
| Ability to work creatively and collaboratively |  |  |
| **Personal Attributes** |  |  |
| Integrity, honesty and compassion |  |  |
| Commitment to our students and their learning, well-being and safety |  |  |
| Commitment and champion the rights of all young people in their learning, well-being and safety equality |  |  |
| A good sense of humour |  |  |