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|  | **Essential** | **Desirable** |
| **Qualifications** |
| GCSE grade C or above in Maths and English (or equivalent)  | ✓ |  |
| Educated to degree level or Equivalent  |  | ✓ |
| **Experience**  |
| Experience of working with young children and their families in a multicultural environment | ✓ |  |
| Experience and knowledge of recording pupil progress. | ✓ |  |
| Experience and knowledge of supporting teacher planning. | ✓ |  |
| Experience of leading a team of staff |  | ✓ |
| Experience of developing and delivering individual education programmes for children with specific needs | ✓ |  |
| Experience of the management and improvement of progress of students with SEND by implementing group and individualised support programmes | ✓ |  |
| Experience of working with students with special needs and training in moving and handling | ✓ |  |
| Experience of using email / internet | ✓ |  |
| Experience of using SIMS |  | ✓ |
| Knowledge of Treatment and Education of Autistic and Communication of children with Handicap (TEACCH), Picture Exchange Communication System (PECS) and Makaton programmes | ✓ |  |
| **Personal** |
| Must be well organised | ✓ |  |
| Excellent communication skills in writing and orally at all levels | ✓ |  |
| Ability to work under pressure whilst maintaining a positive and professional attitude | ✓ |  |
| Ability to work as part of a team | ✓ |  |
| Ability to organise and prioritise workload and work on own initiative | ✓ |  |
| Ability to take accurate messages and follow up where necessary | ✓ |  |
| Ability to communicate effectively with staff, students, parents and agencies/ statutory bodies etc and maintain good working relationships | ✓ |  |
| Flexible and willing to contribute to the success of the team | ✓ |  |
| **Relations** |
| Have excellent interpersonal skills and be able to communicate effectively | ✓ |  |
| Ability to develop good relations with staff and pupils and the wider school community | ✓ |  |
| **IT Skills** |  |
| Experience of using Microsoft Office Suite | ✓ |  |