

Stanley Grove Primary Academy

Person Specification

SEN Keyworker – Level 3 Grade 4

For this job we are looking for:

Experience of working with or caring for children of the relevant age.

Experience of working with pupils with a range of Special Education Needs (SEN).

Numeracy/literacy skills (at a level equivalent to NQF Level 2).

NVQ Level 3 for Teaching Assistants or equivalent qualification or experience.

Ability to relate well to children and adults.

Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards).

Ability to work as part of a team.

An understanding of the role of the Primary Learning Assistant, Primary Learning Mentor, SEN keyworker and other professionals working in the classroom.

Ability to use relevant technology.

Full working knowledge and understanding of national/foundation stage curriculum and other basic learning programmes/strategic processes and barriers to learning, including behaviour management strategies.

Understanding the principles of child development and learning processes.



Stanley Grove, Longsight, Manchester M12 4NL

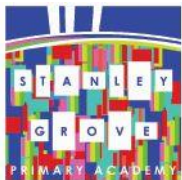
t: 0161 224 9495 e: admin@sgpa.bfet.uk

www.stanleygrove.manchester.sch.uk

Head of School: Mrs Amy Footman **Executive Principal:** Mr Gary Handforth

Registered Office: Bright Futures Educational Trust, Lodge House, Cavendish Road, Bowdon, Altrincham, WA14 2NJ

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Understanding of a range of strategies used to support pupils with SEN.

Ability to plan effective actions for pupils at risk of underachieving.

Full understanding of the range of support services/providers.

Ability to self-evaluate learning needs and actively seek learning opportunities.

Willingness to undertake first aid training as appropriate.

Personal Style and Behaviour

Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.

Self-motivation and personal drive to complete tasks to the required timescales and quality standards.

The flexibility to adapt to changing workload demands and new school challenges.

Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils.

Personal commitment to continuous self-development.

A commitment to school improvement.

Be willing to consent to and apply for an enhanced DBS enhanced check.



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