**PERSON SPECIFICATION**

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|  | **Essential** | **Desirable** |
| **Experience** | * Proven track record of working with and caring for pupils with SEND. * Proven track record of good / outstanding classroom practice * Experience in teaching current curriculum specifications * Proven track record of results * Experience of leading/managing a team or school project * Experience in leading whole school change | * Line management of other staff |
| **Education and training** | * Qualified teacher status * Graduate: Good Honours Degree * Record of continuing professional development * Ability to teach at KS3 and KS4 | * Further   qualifications e.g. NPQs   * Microsoft Educator qualifications * National SENCO qualification * First Aid Training |
| **Knowledge** | * Demonstrate a sound knowledge of the SEND Code of Practice and its application * Good understanding of the principles behind school improvement, including school improvement planning, monitoring and reviewing progress * Knowledge and understanding of current GCSE specification, National Curriculum and current initiatives * Knows how to use data for target setting and improving performance * Understanding of key student groups including SEN and Disadvantaged and the barriers that these students face to learning * Good knowledge of pedagogy, how students learn and teaching and learning styles * Knowledge of effective assessment strategies * Sound understanding of OFSTED framework * Able to plan clearly and systematically in order to build on current and previous attainment of students | * Involvement in whole school initiative(s) |
| **Skills/Aptitude** | * Demonstrate an ability to work with pupils and their families in a sensitive and positive way * Good classroom practitioner using effective behaviour management and a range of learning strategies, including evidence of behaviour management techniques for groups and individuals with SEND * Excellent relationships with students, parents and colleagues * Able to make consistent judgements based on careful analysis of SEND data * Ability to inspire and motivate both staff and students * Ability to work effectively under pressure and meet tight deadlines * Creativity, energy and enthusiasm * Excellent records of punctuality, attendance and health * Adherence to professional code of conduct and dress * Willingness to research, draw upon and implement good practice from elsewhere * Flexibility and adaptability to change * Communicate in both written and verbal form effectively * Present clearly a wide range of specialized information to both educationalists and non-educationalists | * Demonstrate a sound understanding of SEND funding on offer * Support EAL students * Able to offer contributions to whole school/extra-curricular activities |
| **Committed to:** | * Students continuing to study beyond Key Stage 4 * Raising the aspirations of all students. * Notion of continuous improvement in all aspects of school life * Inclusion and a positive “can do” approach to learning * Supporting other staff in terms of expectations and behaviour management * Vision and personal drive for the future of Inclusion * High level of student achievement/ progress in own teaching * Promoting high quality care of children * Dedicated to their own personal development * Being professionally assertive and clear thinking | * Flexible working practices/willingness to go that “extra mile” |
| **Teaching and learning** | * Excellent classroom teacher with embedded IT skills * Knowledge and experience of using wide variety of teaching and learning strategies across different Key Stages * Able to assess pupil performance and set targets for future attainment * Design, produce and share high quality learning schemes and resources * Have an exciting vision for the relevant faculty which can be shared and constantly enhanced |  |
| **Personal attributes** | * Excellent attendance and punctuality record * Always meets deadlines * Manage daily responsibilities and priorities * Able to work on own initiative as well as part of a team * “Professional” role model * High personal standards * A commitment to equal opportunities and empowering other. * Make informed decisions on a daily basis * Innovative and able to stimulate initiative in others * Recognition of the importance of personal commitment to the Trust’s ethos, aims and whole community. | * Ambitious |