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|  | **Minimum Essential Requirements** | **How Identified** |
| **Education & Qualifications** | * Teaching qualifications, QTS including SENCO qualification Degree or equivalent | Application Form |
| **You must have a proven track record in and the ability to:** | * Experience of working with ASD pupils Qualified teacher with at least four years’ experience * Experience of working with external agencies * Previous post of responsibility within schools * Teaching to pupils at KS3 and KS4 Evidence of continuing professional development (specifically in the area of SEND) * Evidence of working collaboratively with colleagues - Experience of leading a team of teachers on the curriculum initiative * Experience of budget management * Experience of training other teachers * Experience of working alongside other teachers in development and learning * Experience of setting targets and monitoring, evaluating and recording progress * Experience teaching across the age range of the school, dealing with a range of SEND. * Experience and understanding of Access Arrangements with a working knowledge of JCQ regulations. * Strategies for meeting SEND in a mixed ability class situation * The SEND Code of Practice and its practical application * The EHCP process and the evidence needed * Good, current understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills * Good understanding of factors promoting effective transfer of learners | Application Form and References  Interview |
| **Leadership Qualities** | * Ability to create and manage effective monitoring systems * Ability to set realistic targets and priorities * Ability to hold staff accountable and exercise appropriate delegation * Ability to maintain a culture of high expectations * Ability to problem solve, particularly under pressure | Application Form and References  Interview |
| **Skills** | * Empathise with the difficulties of SEND pupils in accessing the curriculum * Organise and sustain systematic support from a variety of providers for a range of SEND * Manage the co-ordination of teaching assistants in support of SEND pupils * Advise and motivate teaching staff with SEND initiatives * Present clearly a wide range of specialised information to both educationalists and non-educationalists – * Make consistent judgements based on careful analysis of available evidence – * Excellent practitioner –   + Good communication skills, both written and oral   + Good presentation skills with the ability to enthuse and motivate others   + Good organisation skills   + Confident in the use of information and communication technology.   + Good influencing and negotiation skills. | Application form, Interview and references |
| **Personal Characteristics** | * Ability to meet physical/social/emotional needs of students * Willingness to share expertise, skills and knowledge * Sensitivity to the aspirations, needs and self-esteem of others * Commitment to team working * Willingness to address challenging issues with clarity of purpose and diplomacy * Positive attitude, energy and commitment * Well presented * Ability to work hard under pressure while maintaining a positive professional attitude * Ability to organise and prioritise workload and work on own initiative * Committed to equality of opportunity * Ability to maintain strict confidentiality of information * Preparedness to attend national and regional venues for meetings and training sessions, which may involve overnight stays and occasional work in the evenings, at weekends or in school holidays | Interview and references |
|  | **Desirable Requirements** |  |
|  | * Specialist qualifications in SEND (including SPLD, SEMH, ASD, ADHD) * OCR Level 7 Diploma in assessing and teaching learners with specific learning difficulties * Evidence of CPD with particular reference to Special Educational Needs (SEND) * Knowledge or experience of -   + Using comparative information about attainment   + The funding support mechanism for SEND   + The roles and responsibilities of multi-professional agencies such as Educational Psychologists   + Learning and pastoral support plans * An understanding of the broader secondary and primary context, and Government initiatives to from one phase of education to the next * Good understanding of the principles behind school improvement including school improvement planning, monitoring, reviewing and evaluation of progress | Application form, Interview and references |
| **You must also:** | * Be willing to undertake training as required * Have excellent attendance and punctuality (assessed once a conditional offer of employment is made) * An understanding of and commitment to Equal Opportunities and the ability to apply this to strategic work and day to day situations. * An appropriate understanding of child protection and school behaviour management policies. * A commitment to promote and support the school’s ethos for staff wellbeing for staff and students | Interview and references |