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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 ReferencesInterview  |
| **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 ReferencesInterview |
| **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 |