**SEND and PLC Provision Co-ordinator**

**PERSON SPECIFICATION**

**KEY A – Application form; R – Reference; I – Interview**

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|  | **Criteria** | **Assessments** |
| **KNOWLEDGE** | * Understanding the social and emotional challenges facing young people which may prevent them from learning
 | A & I |
| * Understanding the types of SEND encountered in school and methods of providing support
 | A & I |
| * A broad understanding of the GCSE curriculum
 | A & I |
| * An understanding of adaptions to teaching pedagogy and resources needed to enable inclusive classrooms.
 | A & I |
| * Have a secure knowledge of strategies employed to support students who are in a state of hyperarousal
 | A & I |
| * Have a detailed knowledge and understanding of the wide ranging triggers for students with SEND.
 | A & I |
| * Knowledge and understanding of the SEND Code of Practice.
 | A, I |
| * Have a secure knowledge of the four broad areas of need and the strategies and interventions which improve outcomes for students with a wide range of SEND.
 | A, I |
| **SKILLS****&****ABILITIES** | * To effectively use ICT and use of other equipment
 | A, I |
| * Able to lead a team of support staff and effectively manage daily adjustments to support staff timetables.
 | A,I |
| * Be able to deliver training to support staff, to improve their understanding of individual students’ needs and to enable them to deliver 1:1/small group interventions effectively.
 | A, I |
| * To be able to implement strategies to support students across the four broad areas of need.
 |  |
| * Ability to relate well to children and adults and form constructive relationships
 | R |
| * Able to work independently, but also a good team member
 | R |
|  |  |
| * Ability to self-evaluate learning needs
 | R |
| * Excellent communicator both oral and written
 | A & R |
| * Ability to implement and monitor individual action plans for students
 | A & I |
| * Able to read and scribe for students in timed examinations
 |  |
| * Ability to engage constructively, and relate to young people who may have a range of individual needs
 | A.I&R |
| * Ability to work effectively and network with professional support services and parents
 | R & I |
| * Commitment to improving the lives and learning opportunities of young people
 | R & I |
| * Good time management
 | I & R |
| * Good organisational skills
 | A & I |
| * Flexible approach
 | R |
| * Be able to write a support plan for individual students
 | A, I, R |
| **EDUCATIONAL** | * 5 GCSE’s grades A-C (or equivalent) including Math’s and English
* Have an HLTA qualification or equivalent experience
* A record of Continuous Professional Development in SEND, as relevant to the post
 | CertificatesA |
| **EXPERIENCE** | * A proven track record of relevant work with young people in one of a range of fields including education, youth work, health and social work
* A proven track record of working with and supporting students with a range of special educational needs and disabilities.
* A proven track record of working with parents and outside agencies, to improve educational outcomes for students with a range of SEND.
 | R, A & I |
| **OTHER** | * **This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. A** **Disclosure and Barring Service check will** **be required prior to appointment**.
 | DBS |