

Personal attributes required based on Job Description	Essential (E) Or Desirable (D) Criteria
<p><i>Essential requirements are those without which an applicant will not be considered for appointment.</i></p> <p><b>Qualifications:</b></p> <ol style="list-style-type: none"> <li>5 GCSE's at C/4 or above (or equivalent) including Maths and English.</li> <li>Other further study qualifications e.g. A Level, Degree</li> <li>Other Specialist SEND qualifications</li> </ol>	<p>E</p> <p>D</p> <p>D</p>
<p><b>Experience:</b></p> <ol style="list-style-type: none"> <li>Proven record of working successfully with high needs students</li> <li>Experience of managing a small team of staff.</li> <li>Experience of planning and delivery SEND intervention programmes</li> <li>Experience of managing SEND register and pupil profiling</li> <li>Experience of preparing SEND documentation including EHCP, Annual Review and Behaviour Pathway.</li> <li>Experience of outreach work with students, at home or in the community.</li> <li>Ability to use performance data to inform development activities.</li> <li>Experience of working as part of a multi-disciplinary team.</li> <li>Experience of working in/with an educational establishment.</li> <li>Experience of effective liaison with parents/carers with discretion and tact.</li> <li>Experience of effective liaison with outside agency professionals.</li> <li>Experience of class cover up to KS2</li> </ol>	<p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
<p><b>Knowledge and Skills:</b></p> <ol style="list-style-type: none"> <li>Knowledge and Practice of supporting students with emotional difficulty.</li> <li>Able to identify barriers to learning and offer and develop strategies to deal with the individual student needs and an understanding of child development and learning principles.</li> </ol>	<p>E</p> <p>D</p>

3. Excellent communication skills and an ability to form productive working relationships and colleagues, other professionals and students/parents/carers.	E
4. ICT literate with the ability to word process and accurately record data.	E
5. Independent thinking, initiative, forward planning and able to prioritise work and manage own caseload to meet deadline and the ability to work constructively as part of a team.	E
6. Ability to identify clear teaching objectives, set tasks which challenge students and set clear targets for students learning.	E
7. Ability and a commitment to work flexibly and to respond to unplanned situations, remain calm and contribute to resolution of problems.	D
8. Ability to plan and deliver quality experiences to engage students and develop their learning and social skills.	D
<b>Personal qualities:</b>	
1. Commitment to inclusion and equal opportunities.	E
2. Ability to instil confidence in young and vulnerable children.	E
3. Work with commitment and good humour and resilience: firm, fair and approachable.	E
4. Ability to deal confidentially, impartially and appropriately with situations.	E
5. Able to empathise with young people and assist them in a supportive withdrawal environment.	E
6. Patience, tolerance and sensitivity.	E
7. Good interpersonal skills and the ability to establish rapport with adults and students.	E
8. Efficient and meticulous in organisation.	E
9. A desire to develop skills and knowledge through CPD.	E
10. Evidence of exemplary attendance and punctuality.	E
11. Ability to work additional hours as required.	E
12. Commitment to the highest standards of child protection.	E
13. Recognition of the importance of personal responsibility for Health and Safety.	E
14. Commitment to the school's ethos, aims and its whole community.	E

