

Personal attributes required based on Job Description <i>Essential requirements are those without which an applicant will not be considered for appointment.</i>	Essential (E) Or Desirable (D) Criteria
Qualifications: <ol style="list-style-type: none"> 1. 5 GCSE's at C/4 or above (or equivalent) including Maths and English. 2. Other further study qualifications e.g. A Level, Degree 3. Other Specialist SEND qualifications 	<p>E</p> <p>D</p> <p>D</p>
Experience: <ol style="list-style-type: none"> 1. Proven record of working successfully with high needs students 2. Experience of managing a small team of staff. 3. Experience of planning and delivery SEND intervention programmes 4. Experience of managing SEND register and pupil profiling 5. Experience of preparing SEND documentation including EHCP, Annual Review and Behaviour Pathway. 6. Experience of outreach work with students, at home or in the community. 7. Ability to use performance data to inform development activities. 8. Experience of working as part of a multi-disciplinary team. 9. Experience of working in/with an educational establishment. 10. Experience of effective liaison with parents/carers with discretion and tact. 11. Experience of effective liaison with outside agency professionals. 	<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>
Knowledge and Skills: <ol style="list-style-type: none"> 1. Knowledge and Practice of supporting students with emotional difficulty. 2. 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. 	<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
Personal qualities:	
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

