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|  | **Hassocks Infant School****SENDCo & Pupil Premium Lead Person Specification**  |

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| **Criteria** |  | **Qualities** | **Essential** | **Desirable** |
| **Qualifications and training** | 1.1 | * Qualified teacher status
 | ✓ |  |
| 1.2 | * National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment
 | ✓ |  |
| 1.3 | * Enhanced safeguarding training
 |  | ✓ |
| 1.4 | * Degree
 | ✓ |  |
| **Experience** | 2.1 | * A minimum of four years teaching experience.
 | ✓ |  |
| 2.2 | * Excellent classroom teacher with a proven commitment to improving the quality of children’s learning.
 | ✓ |  |
| 2.3 | * Experience of teaching and working in Early Years and Key Stage 1.
 |  | ✓ |
| 2.4 | * Experience of leading at a whole school-level.
 |  | ✓ |
| 2.5 | * Involvement in self-evaluation and school improvement planning.
 |  | ✓ |
| 2.6 | * Experience of leading training and / or INSET.
 | ✓ |  |
| 2.7 | * Knowledge of current educational initiatives and research.
 | ✓ |  |
| 2.8 | * Experience of line management and using the performance management process to support the development of others
 |  | ✓ |
| **Skills and knowledge** | 3.1 | * Knowledge and experience of the relevant legislation – in particular the SEND code of practice, equal opportunities and disability discrimination.
 | ✓ |  |
| 3.2 | * Understanding of what makes ‘quality first’ teaching, and effective intervention strategies.
 | ✓ |  |
| 3.3 | * Ability to communicate effectively with a range of stakeholders, both in writing and orally.
 | ✓ |  |
| 3.4 | * Commitment to safeguarding and promoting the welfare of children and young people.
 | ✓ |  |
| 3.5 | * Ability to communicate effectively with children in an Infant setting.
 | ✓ |  |
| 3.6 | * Knowledge of how to organise and manage whole school resources, including deploying staff effectively.
 | ✓ |  |
| 3.7 | * A clear understanding of effective strategies and research to support disadvantaged pupils.
 | ✓ |  |
| 3.8 | * Ability to plan and evaluate interventions.
 | ✓ |  |
| 3.9 | * Data analysis skills and the ability to use data to inform provision planning.
 | ✓ |  |
| 3.10 | * Ability to build effective working relationships.
 | ✓ |  |
| 3.11 | * Ability to influence and negotiate.
 | ✓ |  |
| 3.12 | * Good record-keeping skills.
 | ✓ |  |
| 3.13 | * Sound understanding of IT systems as a management tool.
 |  | ✓ |
| 3.14 | * Ability to foster links with other schools within our locality, alliance and nationally.
 | ✓ |  |
| **Personal qualities** | 4.1 | * Positive and optimistic.
 | ✓ |  |
| 4.2 | * Good sense of humour and committed to working as part of a team.
 | ✓ |  |
| 4.3 | * Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school.
 | ✓ |  |
| 4.4 | * Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability.
 | ✓ |  |
| 4.5 | * Ability to work under pressure and prioritise effectively.
 | ✓ |  |
| 4.6 | * Commitment to maintaining confidentiality at all times.
 | ✓ |  |
| 4.7 | * Good organisational and time keeping skills.
 | ✓ |  |
| 4.8 | * Committed to ongoing professional development.
 | ✓ |  |