**A picture containing text, clipart

Description automatically generatedChart, diagram

Description automatically generatedPerson Specification for Class Teacher**

**with Maths & SEND Leadership roles**

**The Person Specification has been divided separated into 2 sections to clearly identify that for the Maths Leader and that for SENDCO.**

**The Person Specifications can be considered separately or together, dependant on the successful applicant’s areas of interest and experience.**

**Person Specification for SENDCO Lead**

|  |  |  |
| --- | --- | --- |
|  | Essential | Desirable |
| Qualifications & Training | The SENCO must:   * Have Qualified Teacher status * Have evidence of continuous participation in in-service development and a commitment to further professional development * Either already have or be willing to undertake the accredited SENCO qualification | The SENCO might also have:   * A qualification for the assessing and teaching of pupils with specific learning difficulties |
| Experience | The SENCO must:   * Be a qualified teacher with at least three years experience * Have experience of teaching in a Primary School * Have experience of working successfully and co-operating as a member of a team * Have experience of leading training of other teachers * Have experience of setting targets and monitoring, evaluation and recording progress | In addition, the SENCO might have experience of:   * Working with a Senior Management Team * Experience of FS, KS1 and/or KS2 Assessment and administering KS1 and/or KS2 SATs * Dealing successfully with challenging and sensitive situations in a Primary School setting |
| Professional Values | The SENCO will have the ability:   * To establish and maintain excellent professional relationships with pupils, parents and colleagues * To set high expectations of all pupils and be committed to raising educational achievement * To adopt a flexible approach to working, especially when working across two schools * To maintain confidentiality |  |

|  |  |  |
| --- | --- | --- |
| **Knowledge and understanding** | The SENCO will have the knowledge and understanding of:   * The statutory requirements of legislation concerning * Safeguarding, including Child Protection, Equal Opportunities, Health & Safety and SEN * The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) * The SEN Code of Conduct and tis practical application strategies for meeting the SEN of pupils in a mixed ability classroom * Behaviour management techniques for groups and individuals * Planning and implementing an effective teaching programme and Individual Education Plans, including monitoring, assessment, recording and reporting of pupils progress * The positive links necessary within school, a child’s home and external agencies * Effective teaching and learning styles * How to establish an effective rapport with children which is based on high expectations and establish a purposeful learning environment where all pupils feel secure and confident * How to use ICT effectively as an integral part of teaching and learning | In addition, the SENCO might also have knowledge and understanding of:   * Using comparative information about attainment * The statementing process and the evidence needed * The role of external services that support the provision for SEN pupils within schools |
| **Skills** | The SENCO will be able to:   * Promote both the school’s aims positively, and use effective strategies to enhance motivation and morale * Establish and develop a sound professional relationship with a class and groups of pupils * Demonstrate excellent teaching and learning skills and be able to create a positive, challenging and effective learning environment * Organise and sustain systematic support from a variety of providers for a range of SEN * Manage the coordination of teaching assistants in support of SEN pupils * Advise and motivate teaching staff with SEN initiatives * Present clearly a wide range of specialised information to both educationalist and non-educationalists * Make consistent judgements based on careful analysis of available evidence * Develop excellent professional relationships with a team * Establish and develop appropriate relationships with parents, governors and the community * Present and communicate effectively to a variety of audiences * Develop policy | In addition, the SENCO might also be:   * Confident in the use of information technology * Good at influencing and negotiating with others |
| **Personal characteristics** | The SENCO should possess:   * The ability to address challenging issues with clarity of purpose and diplomacy * Excellent inter-personal skills | The SENCO might possess:   * Preparedness to attend national and regional venues for training and development |
|  | They should also be:   * Knowledgeable and highly competent * Approachable and empathetic * Creative and enthusiastic * Organised and resourceful * Intelligent and reflective * Committed |  |
| **Special requirements** | The SENCO MUST:   * Be willing to undergo a Disclosure and Barring service check |  |

**Person Specification for Maths Lead**

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Qualifications and Training** | * Qualified teacher status | * Evidence of continuing and recent professional development relevant to teaching Maths |
| **Knowledge and Understanding** | * Teaching for mastery * Engagement in Maths Hub work groups * Current theory and best practice in teaching and learning in relation to achieving excellent outcomes for all learners in Maths * Online maths and times tables teaching and learning support programmes * Effective assessment for learning, feedback and promoting retention and retrieval of mathematical knowledge * How to monitor and evaluate evidence to assess impact of actions on quality of teaching and learning in maths * How to use data to measure impact on progress and attainment | * Specialist support for pupils with additional needs in learning maths |
| **Experience** | * Being excellent classroom practitioner * Teaching for at least 2 years in the primary phase * Leading a successful Maths based school improvement project * Initiating and implementing strategies to develop the quality of teaching and learning in an aspect of the maths curriculum * Mentoring and coaching staff/students * Working successfully to support parents | * Teaching in more than one key stage * Developing and leading whole school maths programmes * Delivering CPD for teachers and other staff * Leading moderation of mathematical standards |
| **Aptitude and Skills** | * Excellent Maths subject knowledge * Commitment to own professional development * An enthusiastic, ambitious and diligent professional who can influence, motivate and inspire others * A positive and resilient individual with initiative, drive, integrity, and a cheerful disposition * An effective organiser * A team player * An ability to articulate a clear vision of excellence and equity that sets high standards for all pupils * Good personal presence and excellent communication skills * An ability to work effectively under pressure, prioritise appropriately and meet deadlines |  |