**Person 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**

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|  | 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
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| 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
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| 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
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| **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
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| **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
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| **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
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|  | They should also be:* Knowledgeable and highly competent
* Approachable and empathetic
* Creative and enthusiastic
* Organised and resourceful
* Intelligent and reflective
* Committed
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| **Special requirements**  | The SENCO MUST:* Be willing to undergo a Disclosure and Barring service check
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**Person Specification for Maths Lead**

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|  | **Essential** | **Desirable** |
| **Qualifications and Training** | * Qualified teacher status
 | * Evidence of continuing and recent professional development relevant to teaching Maths
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| **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
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| **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
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| **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
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