

Person Specification

| CRITERIA - all are essential except those marked * | |
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| Qualifications and experience | <p>Qualified teacher status</p> <p>National qualification for SENCo</p> <p>Proven track record of CPD</p> <p>Further specialist qualification in an aspect of SENd e.g.ASD</p> <p>At least five years successful teaching experience within the primary age range</p> <p>Evidence of sound knowledge of effective quality first teaching and intervention strategies</p> <p>Demonstrable experience in working collaboratively with parents, colleagues, governors and the local community*</p> <p>Experience of monitoring and evaluating effective teaching and learning*</p> <p>Proven experience in effective liaison with a range of outside agencies*</p> |
| Professional knowledge and understanding | <p>Knowledge and understanding of the expectations within the new EYFS and National Curriculum</p> <p>Knowledge and understanding of current developments and best practice in SEN legislation and all aspects of inclusion and pastoral care</p> <p>Knowledge of the range and types of interventions available</p> <p>Confident use of ICT, including classroom technologies</p> <p>The effective management of provision for SEN</p> <p>Understanding of child protection procedures and safeguarding children</p> |
| Abilities and skills | <p>Ability to use performance data to inform provision mapping and planning</p> <p>Ability to lead and manage people to work effectively, both individually and in teams</p> <p>Produce and update EHC plans and other statutory documents</p> <p>Ability to support staff in identifying SMART IEP targets</p> <p>Ability to deal sensitively with people</p> <p>Show excellent time and management skills and analyse, prioritise and meet deadlines</p> <p>Ability to communicate effectively, taking into account the views of others, including effective oral and written communication and excellent presentation skills</p> <p>Ability to organise work effectively, prioritising and managing time, working under pressure to meet deadlines and setting personal goals</p> <p>Ability to promote the learning ethos of the school, supporting our vision for excellent education which develops happy, confident, successful and caring global citizens</p> <p>Ability to ensure environments within the school are welcoming, inclusive and fully supportive of all children achieving their very best</p> |
| Personal qualities | <p>A commitment to inclusive education and a willingness to respond to the needs of all learners</p> <p>Ambition, energy, enthusiasm, determination and drive to develop your role</p> <p>Reliability, professionalism and integrity</p> <p>A team player with clear understanding of professional expectations balanced with well-being.</p> <p>To be able to work flexibly and understand that duties can change according to the needs of the school.</p> |