

**PERSON SPECIFICATION**

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| **JOB TITLE** | **Grade** | **DIRECTORATE** | **LOCATION** |
| **Associate Assistant Headteacher (SEND) - SEN UNIT LEAD/SENCo WITHIN A MAINSTREAM SCHOOL** | **L1-6** | **Children’s Services** | **Barden Primary School** |

NOTE TO APPLICANTS

Whilst all points on the specification are important and should be met, those marked essential are the key requirements. You should pay particular attention to these points and provide evidence of meeting them; failure to do so may mean that you will not be invited for interview.

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| **CRITERIA** | **NECESSARY REQUIREMENTS** | **Essential/**  **Desirable** | **\* M.O.A.** |
| **Education & Qualifications** | * Qualified Teacher Status * Good honours degree * Evidence of continuing professional development * The National Award for SEN coordination (or willingness to work towards this) * Error free application form with an accompanying letter which should be a maximum of 2 sides of A4 no smaller than 11 font. | E  D  E  D  E | A/I  A/I  A/I  A/I  A/I |
| **Knowledge & Experience** | * An outstanding classroom teacher/practitioner with a clear understanding of learning and teaching processes * Hold a secure knowledge and understanding of the national curriculum requirements * A sound knowledge and understanding of the SEN code of practice including; * understanding of the requirements for pupils with SEN, and of other requirements for assessment, recording & reporting. * experience and knowledge of the process of annual reviews, initiation of statutory assessment, EHCP, professional meetings etc. * Experience of monitoring and evaluating the quality of learning and teaching * Knowledge of strategies for raising pupils’ achievement and promoting good behaviour * Secure understanding of assessment strategies, data analysis and the use of assessment to accelerate progress and raise standards through effective learning and teaching * Knowledge of management of finance and resources * Knowledge of the most recent Ofsted framework re school self-evaluation and school improvement planning * Undertaken appraisal and professional development * Knowledge of current educational issues and their implications for the school * Experience of teaching pupils with autistic spectrum disorders, and knowledge of appropriate teaching strategies to meet the needs of these pupils. * To be able to demonstrate substantial participation in CPD in relation to SEN teaching and learning * A commitment to addressing equality and diversity positively, sensitively and appropriately. * Up to date safeguarding training and knowledge of legislation for the protection of young people | E  E  E  D  E  E  D  D  D  E  D  D  D  E | A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  D  A/I |
| **School Leadership and Management Experience** | * Current experience as a senior or middle leader in a primary school and a desire to develop further as a primary leader. * Active and effective leadership of a team or Key Stage * To be able demonstrate successful/effective leadership in a school * To have taken an active involvement in whole school self-evaluation and improvement planning * Experience of leading a curriculum area/project or whole school initiative * To have had responsibility for policy development and implementation * To have had experience of and the ability to effectively support other staff with their professional development across the primary range (e.g. peer support, mentoring, coaching, delivering training) and be able to demonstrate the impact of this support on teaching and learning outcomes. * A track record of leading and positively inspiring and engaging a staff team * Ability to motivate adults and children effectively to achieve the very best outcomes for all * Ability to support, develop and promote the vision of the school * To demonstrate dynamic, forward thinking leadership, with an ambition to achieve the very best outcomes for everybody at Barden Primary School * Experience of leading SEN within an educational setting | D  D  E  E  E  D  D  D  E  E  E  D | A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I |
| **Skills & Abilities**  **Decision Making Skills** | The ability to:   * Make decisions based upon analysis, interpretation and understanding of relevant data and information from both within and outside the school * Think creatively to anticipate and solve problems * Demonstrate balanced and fair judgement * Demonstrate a commitment to a participative management style * An understanding of Child Protection, Equal Opportunities and anti-discriminatory practices | E  E  E  E  E | A/I  A/I  A/I  A/I  A/I |
| **Skills & Abilities**  **Communication Skills** | The ability to:   * Listen to and understand the views of others * Communicate effectively orally, electronically and in writing to a range of audiences * Consult and negotiate to achieve objectives * Establish and manage good communication systems * Chair and contribute to meetings effectively * Demonstrate a patient and understanding disposition towards young people * Demonstrate good interpersonal skills and an understanding of stress management skills * Demonstrate the experience of dealing with parents/carers and outside agencies. * Be an excellent role model for learning and teaching, by demonstrating exceptional practice and by providing coaching and mentoring for other colleagues, so that they are able to achieve the same high standards | E  E  E  E  E  E  E  E  E | A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I |
| **Skills & Abilities**  **Self Management** | The ability to:   * Work consistently to deadlines and effectively under pressure * Set and achieve challenging but realistic goals * Prioritise and manage one’s own time effectively * Demonstrate a high level of reliability * Be organised and efficient * Be resilient and adaptable | E  E  E  E  E  E | A/I  A/I  A/I  A/I  A/I  A/I |

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| **COMPLETED BY** | **DATE** |
| **Claire Holgate** | **May 2021** |