

| | Essential | Desirable |
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| Application | <ul style="list-style-type: none"> Completed application form outlining how you meet the person specification (Max 1000 words) | |
| Qualifications and Professional Development | <ul style="list-style-type: none"> Qualified teacher status Evidence of continuing professional development relating to teaching and learning Ability to identify own learning needs and to support others to identify theirs | <ul style="list-style-type: none"> Evidence of continuing professional development relating to SEND Achieved NASENCo Award or willingness to complete this in role |
| Experience | <ul style="list-style-type: none"> Significant and proven track record as an effective primary classroom practitioner in more than one phase Experience of additional responsibility in a range of roles and/or settings Experience of identifying and supporting pupils with SEND Experience of working well in partnership with staff, children, families and other agencies | <ul style="list-style-type: none"> Experience of monitoring teaching and learning Experience of leading whole school area with proven impact Experience of planning and delivering training |
| Knowledge, Skills and Understanding | <ul style="list-style-type: none"> Knowledge of the relevant legislation including SEND Code of Practice and it's practical application Good understanding of a range of intervention strategies to support SEND pupils Ability to establish high expectations and plan opportunities and appropriate support for pupils to achieve their full potential Understanding of how to create and maintain a safe, happy, stimulating and well organised learning environment As a teacher and a leader, demonstrate ability to implement effective monitoring, assessment, recording and reporting of children's progress | |

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| | <ul style="list-style-type: none"> • Understanding of how to interpret and analyse data for specific classes, groups and individuals to identify learning needs and set targets • Excellent IT skills used to enhance classroom and leadership responsibilities | |
| Personal Qualities | <ul style="list-style-type: none"> • Professional conduct is underpinned by ensuring children are at the centre of all actions taken • Passionate about education and particularly determined to improve pastoral and academic outcomes for all children • Ability to use initiative, working independently or collaboratively to reach solutions • Excellent organisational skills to meet deadlines • Resilient and robust • Flexible and responsive to change • Ability to build and sustain effective working relationships with all stakeholders. • Be a positive role model and lead by example | |