

PERSON SPECIFICATION- Primary Teacher & Aspiring SENCO

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, indicating experience and where appropriate citing supporting examples within their application.

Qualifications & Training	Essential/Desirable	How Identified
<input type="checkbox"/> QTS	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Degree or equivalent	E	
<input type="checkbox"/> NVQ Level 3	D	
<input type="checkbox"/> Training in a range of SEND	E	
<input type="checkbox"/> At least three years of teaching (QTS) in Primary/Specialist setting	E	
Knowledge & Experience	Essential/Desirable	How Identified
<input type="checkbox"/> Knowledge of the SEND Code of Practice 2014	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Knowledge of the Disability Act	E	
<input type="checkbox"/> Experience of working with a range of pupils across all age ranges with special educational needs	E	
<input type="checkbox"/> Established and evidence practice as a good/outstanding teacher	E	
<input type="checkbox"/> Experience of making reasonable adjustments within a mainstream setting in order to meet a pupils needs	E	
<input type="checkbox"/> Evidence of high achievement in teaching across the age range	E	
<input type="checkbox"/> Experience of writing support plans, smart targets and planning support and intervention based on external agency advice	E	
<input type="checkbox"/> Experience of completing external agency referrals	E	
<input type="checkbox"/> Experience of applying for Education Health Care Plans	E	
<input type="checkbox"/> Experience of planning and leading multiagency meetings using the person centred approach	E	
<input type="checkbox"/> Knowledge and use of the SEND Ranges	D	
<input type="checkbox"/> Experience of completing assessments to assess learner needs	D	

<input type="checkbox"/> Extended study in an area of special educational needs	D	
Skills & Key Criteria	Essential/Desirable	How Identified
<input type="checkbox"/> Proven ability to raise standards in classrooms	E	
<input type="checkbox"/> Leadership and people management skills with demonstrable impact	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Ability to use appropriately a range of differentiated teaching and learning strategies for whole classes, individuals and groups which stimulate, challenge, engage and motivate students	E	
<input type="checkbox"/> Ability to prioritise workload effectively to meet deadlines	E	
<input type="checkbox"/> Excellent communication and inter-personal skills, including tact and diplomacy	E	
Personal Attributes	Essential/Desirable	How Identified
<input type="checkbox"/> A supportive and dedicated team member	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Standards driven	E	
<input type="checkbox"/> Ability to work outside normal academy hours in line with academy and community needs	D	
<input type="checkbox"/> Ability to travel to multi-site locations across the Trust	D	
Equal Opportunities	Essential/Desirable	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Safeguarding	Essential/Desirable	How Identified
<input type="checkbox"/> Commitment to the protection and safeguarding of children and young people	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	D	