

# Anfield International Nursery Anfield International Kindergarten Anfield International Kindergarten & Nursery



## Person Specification – SENCo

		<b>Essential (E) or Desirable (D)</b>	<b>How assessed (A / I / C / R)</b>
<b>Qualifications &amp; Education:</b>	<ul style="list-style-type: none"> <li>QTS</li> <li>Successful teaching experience in Early Years / a primary school</li> <li>Qualification related to the role of SENCO (or working towards)</li> <li>Evidence of Continuing Professional Development relevant to the SENCO role</li> </ul>	E	A / C
	<ul style="list-style-type: none"> <li>National Award for SENCO</li> </ul>	D	A / C
<b>Experience</b>	<ul style="list-style-type: none"> <li>Experience and proven track record in co-ordinating SEN provision, including the effective delivery and monitoring of quality interventions.</li> <li>Experience in working as part of SEN team</li> <li>Experience of effective deployment of staff or resources</li> <li>Experience in managing a team</li> <li>Experience in working effectively as a member of the Middle Leadership Team.</li> <li>Experience of working with external providers to enhance curriculum delivery and pastoral care for students</li> <li>Experience of introducing new initiatives and/or of managing change</li> </ul>	E	A / I / R
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>Knowledge and understanding of national and regional education issues relating to provision for students with additional needs</li> <li>Understanding of effective teaching and learning strategies including behaviour for learning</li> <li>Has the knowledge and understanding of current and national issues in relation to student development, student progress and raising achievement at EYFS/Primary</li> <li>Good understanding of best practice and current educational thinking</li> </ul>	E	A / I / R

<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>▪ Knowledge and experience of school improvement planning</li> <li>▪ Knowledge and experience of monitoring, evaluation and review processes</li> <li>▪ Understanding of how to track student achievement using data and of intervention strategies to raise achievement</li> <li>▪ Understanding and experience of the use of alternative communication aids</li> <li>▪ Can use ICT effectively to support learning</li> <li>▪ Use of other equipment technology – video, photocopier</li> </ul>	E	A / I / R
<b>Motivation and Social Skills:</b>	<ul style="list-style-type: none"> <li>▪ Vision to develop SENCO role within a high achieving school</li> <li>▪ Ability to motivate, lead and support staff and students</li> <li>▪ Excellent communication and inter-personal skills</li> <li>▪ Ability to analyse problems, reach considered judgements, resolve issues and delegate effectively</li> <li>▪ Personal organisation and time management skills</li> <li>▪ Ability to communicate effectively, both orally and in writing with a range of audiences</li> <li>▪ Commitment to, and understanding of, equal opportunities</li> <li>▪ Proven ability to take initiative and assume responsibility</li> </ul>	E	A / I / R
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>▪ Dynamic nature with innovative ideas and a passion for teaching and learning</li> <li>▪ The highest levels of personal and professional integrity</li> <li>▪ Energy and drive</li> <li>▪ Ability to motivate self and others</li> <li>▪ A commitment to raising the aspirations of the whole school community</li> </ul>	E	I / R
<b>Planning, Teaching and Class Management</b>	<ul style="list-style-type: none"> <li>▪ Demonstrates clear strategic thinking on how to support students with identified needs to make progress</li> <li>▪ Plans teaching and personalisation to achieve progression in students' learning</li> <li>▪ Makes effective use of assessment information on students' attainment</li> </ul>	E	I / R
<b>Monitoring, Evaluation and Review Accountability</b>	<ul style="list-style-type: none"> <li>▪ Has the skills and aptitude to lead and manage teams and be accountable for outcomes to SMT</li> <li>▪ Is able to monitor student and staff performance</li> <li>▪ Is able to evaluate and review progress and evaluate change</li> </ul>	E	I / R

<b>Other Professional Requirements:</b>	<ul style="list-style-type: none"> <li>▪ A commitment to, and understanding of, the wider aspects of student development, including Literacy</li> <li>▪ Has the ability to plan and lead on whole school initiatives</li> <li>▪ Successful practice that embodies the principles of Every Child Matters</li> <li>▪ Has the ability to work with parents, external agencies and the wider community</li> <li>▪ Is flexible, able to work under pressure and meet deadlines</li> <li>▪ To comply with the School's Health &amp; Safety policies</li> <li>▪ Motivation to work with children</li> <li>▪ To consistently deliver good and outstanding practice.</li> <li>▪ To support, develop and maintain good practice across the teaching team through the modelling of good practice and coaching with regard to special educational needs.</li> <li>▪ Ability to form and maintain appropriate relationships and personal boundaries with children</li> <li>▪ Emotional resilience in working with challenging behaviours and attitudes(Firm, sensitive and effective approach) to use of authority and maintaining discipline</li> <li>▪ Suitability to work with children</li> <li>▪ The postholder may be required to work outside of normal school hours on occasion, with due notice</li> <li>▪ To undergo an enhanced CRB check in UK or UK or the Sexual Conviction Record Check (SCRC) in Hong Kong</li> </ul>	E	I / R
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- \* ***Indicate how skill will be assessed either application form (A), certificates (C), at interview (I) or reference (R).***
- \* ***Issues arising from reference will be taken up at interview; all appointments are subject to satisfactory references.***