



WINTERHILL SCHOOL

Founder of Leaders in Learning Multi Academy Trust



Person Specification

Post Title: Access and SEN Curriculum Leader

Grade: MPR/UPR with a TLR 2B

Working Hours: Full-time

Qualifications	Essential	Desirable	Evidenced
Qualified Teacher Status.	✓		AF/CQ
Degree relevant to the post (2:2 or above).	✓		AF/CQ
English and Mathematics GCSE grade C or above (or equivalent).	✓		AF/CQ
Further professional qualifications in relation to Special Educational Needs and Disabilities, for example, SPLD, ASD, SEMH, Access arrangements, etc.		✓	AF/I/R
Evidence of personal commitment to continued professional development.	✓		AF/I/R
Experience and Specialist Skills	Essential	Desirable	Evidenced
Recent and successful teaching in the UK, within a Special School or Inclusion setting within a mainstream school.	✓		AF/I/R
Teaching SEND students across KS3 and KS4.	✓		AF/I/R
Previous middle leadership responsibility.		✓	AF/I/R
Competent use of screening tests, reviews, resources and EHCP procedures.	✓		AF/I/R
Experienced working with multiple professionals, agencies and parents/carers.	✓		AF/I/R
Able to demonstrate knowledge and experience of inclusion strategies to support children with special educational needs and disabilities.	✓		AF/I/R
Able to demonstrate experience in assessing students' achievements and tailoring future learning to ensure groups and individuals make outstanding progress.	✓		AF/I/R
Ability to communicate effectively in different formats, to different audiences and to use ICT confidently.	✓		AF/I/R
Leadership and Management	Essential	Desirable	Evidenced
Ability to lead, motivate and hold a team to account.	✓		AF/I/R
Ability to analyse school data, act on it appropriately and report accurately.	✓		AF/I/R
Knowledge of current legislation and developments in SEND education.	✓		AF/I/R
Ability to work with the SENCO to transform visions into reality and be responsible for the day to day management of required actions .	✓		I/R
Ability to advise and train other teachers in appropriate strategies to meet SEND students' needs.	✓		AF/I/R
Ability to set appropriate and challenging targets for self and others.	✓		I/R
An understanding of when to make decisions, when to consult with others, and when to be responsive to feedback.	✓		I/R
Teaching, Learning and Assessment	Essential	Desirable	Evidenced
Outstanding classroom practitioner with the ability to differentiate and personalise the curriculum.	✓		I/R
Knowledge of Assessment without Levels and new GCSE specifications.		✓	AF/I/R
Ability to accurately monitor and assess student progress and attainment.	✓		AF/I/R
Awareness of what constitutes outstanding pedagogy and practice.	✓		AF/I/R
A commitment to the school-wide focus of student attainment and raising aspirations.	✓		I/R
Able to demonstrate positive approaches to behaviour management.	✓		I/R
Ability to evaluate own teaching with regards to students' learning and progress.	✓		AF/I/R
Ability to maintain a positive learning environment.	✓		AF/I/R

Personal Qualities and Attributes	Essential	Desirable	Evidenced
Able to maintain the highest standards of professionalism.	✓		I/R
Able to develop and maintain appropriate and effective relationships with students, staff, parents/carers and other professionals.	✓		I/R
Open and approachable with a dynamic and positive outlook.	✓		I/R
Able to response creatively and positively to new challenges and change.	✓		I/R
Ability to work under pressure, prioritise and remain emotionally resilient.	✓		I/R
Able to be self-critical and reflective.	✓		I/R
Able to demonstrate a dedication to the continuing professional development of self and other colleagues.	✓		I/R
Able to demonstrate a willingness to be involved in the wider social aspects of the academy.		✓	I/R
Safeguarding			
Suitability to work with, and ability to form and maintain appropriate relationships and personal boundaries with children.	✓		I/R
A commitment to safeguarding and promoting the welfare of children, young people and/or adults.	✓		I/R
A requirement to implement all Safeguarding and Health and Safety policies and procedures.	✓		I/R
An understanding of and commitment to equal opportunity issues.	✓		I/R
A Disclosure and Barring Service check (DBS) at enhanced level.	✓		DBS
Exemption from the rehabilitation of Offenders Act 1974 (All spent convictions to be declared).	✓		AF/R/DBS
Physical Requirements			
Ability to maintain fitness for work with no serious health problems which are likely to impact upon job performance; (that is, ones that cannot be accommodated by reasonable adjustments under the Equalities Act 2010).	✓		AF/I/R
Good attendance record in current/previous employment, college or school as appropriate (not including absences resulting from disability).	✓		I/R

Key: AF – Application Form I – Interview Process R – Reference
 CQ – Certificate of Qualification DBS - Disclosure and Barring Certificate

Applicants should note that the school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All successful applicants will be required to undertake an Enhanced Disclosure Check by the Disclosure and Barring Service (DBS). Any conviction/cautions spent or live, should be declared at the point of application.

We are committed to equality and diversity paying due regard to equalities legislation as per the Equalities Act 2010.

Applicants are invited to contact the school for clarification, if they are unsure if they meet any of the criteria expressed on this person specification.