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**Person Specification: SENCO**

**This post will be for a SEN Coordinator**

**January 2019 start (or earlier)**

The Person Specification is an important part of the application process and will be used to shortlist candidates.

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|  | Essential | Desirable |
| Qualifications | A relevant degree  Qualified Teacher Status/Professional Teaching Qualification  Evidence of a commitment to further professional development | Further qualifications  Hold or be working towards the National Award for SEN Coordination or equivalent |
| Experience | A minimum of 3 years of post-qualifying teaching experience  Experience of teaching the English National Curriculum  Working with children where English is not their first language (EAL)  Running/organising extra-curricular activities.  A genuine commitment to the well-being and pastoral care of students from all backgrounds  A creative and enthusiastic approach both in and out of the classroom  Working with families and staff to create tailored and measurable IEHCPs | Experience of:  International education (through own schooling, employment at other international schools)  Leading a curriculum area (action planning, ordering resources etc.)  Leading a curriculum initiative, which has had an impact on the whole school  Complete diagnostic tracking on a range of interventions  Working with children from a wide range of ages |
| Knowledge and Understanding | The Teacher should have excellent knowledge and understanding of:  current developments in the SEN code of practice English National Curriculum (willingness to learn)  Assessment For Learning (AFL)  Monitoring, assessment, recording and reporting of students’ progress  Effective teaching and learning styles  Different and effective behaviour management strategies  The theory and practice of providing effectively for the individual needs of all students (e.g. classroom organisation and learning strategies) | The Teacher may have:  experience of writing student progress reports  experience in writing curricula and school-wide polices  Pastoral/tutor experience |
| Skills | The Teacher:  has high expectations for all learners  is an excellent classroom practitioner with an understanding of good teaching and how children learn  creates a happy, challenging and effective learning environment  makes effective use of new technologies for teaching, assessment and administration  is a constructive team player, who can work independently and collaboratively  establishes and develops effective relationships with all school staff, parents, Board members and the wider community  communicates effectively (both orally and in writing) and positively to all stakeholders and a variety of audiences  manages their time efficiently | The Teacher:  experience of EAL teaching |
| Personal Characteritics/Qualities | The class teacher:  demonstrates a high level of professionalism at all times and is a role model for others  is committed to obtaining the highest standards of achievement, and a belief that enjoyable learning is the most effective learning  is committed to the school’s strategic commitment, purpose and intent, has a ‘Growth mind-set’  has a forward thinking approach  has an excellent work ethic, with a positive ‘can-do’ attitude  shows a deep respect of different cultures  is respectful of a range of religious beliefs and supports the Christian ethos of the school  motivates and inspires confidence in students, colleagues and parents  is committed to the wider aspects of school life including extra-curricular activities and the pastoral life of school  has a sense of humour  flexible and adaptable | Evidence of involvement in the wider school community  flexible and adaptable and can cope with the challenges of a developing country |