

Person Specification

Assistant Principal - SENCO

The successful candidate will possess all or most of the following attributes:

E = Essential D = Desirable

Assessed by:

I = Interview A = Application R = Reference

QUALIFICATIONS	Criteria	Selection
Minimum of Grade C (or equivalent) in English and Maths	E	A
Degree in a related subject	D	A
QTS	E	A
National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment	E	A
EXPERIENCE		
Experience of working with young people with additional needs in a school or education setting	E	A/I/R
Experience of working in at least 2 schools	D	A
A proven commitment to making an impact with additional needs cohorts of young people	E	A/I/R
A minimum of 2 years' experience of working to facilitate the learning of students within a classroom situation	E	A/I
Awareness of data protection, security and confidentiality	E	A/I
To have the knowledge and experience to build learning independence and success for vulnerable students	D	A/I
Previous experience in a comparable role	D	A/I/R
To have the knowledge & experience of training other colleagues	E	A/I/R
Experience of working at a whole-school level	E	A/I/R
Involvement in self-evaluation and development planning	E	A/I/R
Experience of conducting training/leading INSET	E	A/I/R
PROFESSIONAL DEVELOPMENT		
Evidence of a commitment to own professional development & CPD	E	A/I/R
Evidence of keeping up to date with educational thinking and knowledge	D	A/I/R
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING		
An extensive understanding of the SEND Code of Practice	E	A/I/R
Knowledge/experience of First Tier SEN tribunals	E	A/I/R
Knowledge of relevant disability discrimination legislation & practice	E	A/I/R
Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the	E	A/I/R

development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity		
Have high expectations of young people including a commitment to ensuring that they can achieve their full potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them	E	A/I/R
Knowledge and experience to build learning independence and success for vulnerable students	E	A/I/R
Knowledge and understanding of recent legislation, development and initiatives in secondary education	E	A/I/R
Knowledge of the curriculum at KS3, KS4 & KS5	E	A/I/R
Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications	E	A/I/R
Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment	D	A/I/R
Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential	E	A/I/R
Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.	E	A/I/R
Know how to make effective personalised provision for those they teach, for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching	E	A/I/R
Understanding of what makes 'quality first' teaching, and of effective intervention strategies	E	A/I/R
Ability to plan and evaluate interventions	E	A/I/R
Data analysis skills, and the ability to use data to inform provision planning	E	A/I/R
Effective communication and interpersonal skills	E	A/I/R
Ability to build effective working relationships	E	A/I/R
Ability to influence and negotiate	E	A/I/R
Good record-keeping skills	E	A/I/R
PRACTICAL AND INTELLECTUAL SKILLS		
Plan for progression designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge	E	A/I/R
Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion	E	A/I/R
Teach engaging and motivating lessons informed by well-grounded expectation of learners and designed to raise levels of attainment	E	A/I/R
Make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment	E	A/I/R

Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally	E	A/I/R
Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress	E	A/I/R
Provide timely, accurate and effective feedback on learners' attainment, progress and areas for development	E	A/I/R
Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners	E	A/I/R
Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners	E	A/I/R
Plan, set and assess homework, other out- of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning	E	A/I/R
The ability to build positive and reliable professional relationships with teachers, parents and carers	E	A/I/R
The ability to build positive professional relationships with a number of students at the same time and manage a caseload of student profiles	E	A/I/R
The ability to manage time well and to meet deadlines	E	A/I/R
SEN experience with children or young people	E	A/I/R
The ability to diffuse potential conflict with parents/carers/teachers/students	E	A/I/R
Ability to empathize with the needs of pupils and to be firm but fair and consistent	E	A/I/R
A team player with the ability to establish good working relationships with staff, pupils and parents	E	A/I/R
The ability to communicate clearly both verbally and in writing	E	A/I/R
To be willing to train to build new professional skills and expertise within the area of a particular learning disability	E	A/I/R
PRACTICAL AND INTELLECTUAL SKILLS		
100% commitment to our values; respect, determination and ambition	E	A/I/R
Flexibility in approach	E	A/I/R
Enjoyment in overcoming challenges	E	A/I/R
Calm under pressure	E	A/I/R
Sympathetic to needs of others	E	A/I/R
Accuracy and attention to detail	E	A/I/R
Ability to manage workload effectively	E	A/I/R
Willingness to share expertise and knowledge with others	E	A/I/R
Good health and an appreciation of work life balance	E	A/I/R

To have an excellent record of attendance and punctuality	E	A/I/R
A sense of humour, warmth, energy, stamina and resilience	E	A/I/R
The professional respect of colleagues	E	A/I/R
High level of emotional intelligence	E	A/I/R