

Criteria	Qualities
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment • Degree
Experience	<ul style="list-style-type: none"> • Teaching experience for at least 5 years in a mainstream secondary school • Experience of working at a whole-school level with a demonstrable impact • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET • Experience of senior or middle leadership including the line management of a team of staff • Proven track record of raising standards through outstanding classroom practice.
Skills and knowledge	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice, as well as statutory arrangements for disadvantaged pupils and Looked After and Previously Looked After Children. • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Ability to plan, organise, deliver and evaluate interventions • Data analysis skills, and the ability to use data to inform provision planning • Effective range of communication and interpersonal skills to a variety of audiences • Ability to work with other agencies and professionals and build effective working relationships • Ability to influence and negotiate • Good record-keeping skills and the ability to manage school information and data for recording, monitoring, evaluation and reporting • Proficiency in the use of ICT and the software programmes used in school.
Personal qualities	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability • Ability to work under pressure and prioritise workload efficiently • Commitment to maintaining confidentiality at all times • Have a clear understanding of Child Protection procedures and a commitment to safeguarding and equality • The ability to deal effectively with students, parents and all stakeholders • Team player and highly motivated • Ambitious and committed to own professional development