**Tolworth Girls School & Sixth Form**

**Person Specification**

**Head of Specialist Resource Provision**

**Education and Training**

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| Qualified teacher status | essential |
| Additional qualifications and/or training in relevant fields of SEN | essential |
| Experience of teaching SEN students within a mainstream or specialist setting (minimum of 3 years) | essential |
| Experience of working with students with SEMH/ASD | essential |
| Experience of teaching within a mainstream setting | desirable |
| Understanding of the E curriculum at KS3/KS4 | essential |
| Knowledge of alternative curricula relevant to students with SEND | desirable |
| Knowledge and experience of current legislation with reference to SEN and disability | essential |

**Teaching and Assessment**

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| Outstanding teacher | essential |
| Commitment to a child centred and collaborative working approach | essential |
| Ability to keep accurate records and analyse data | essential |
| Knowledge and experience of a variety of approaches to assessment for students with SEN and disability | desirable |
| Ability to devise, implement and review personalised learning programmes | essential |
| Experience of working in multi-professional teaching teams | desirable |
| Experience of making arrangements for and supporting students in the context of test/exam access arrangements | desirable |

**Skills, Attitudes and Abilities**

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| A commitment to inclusion for students with SEND | essential |
| Ability to organise and deliver training and support for colleagues within and beyond school. | desirable |
| Commitment to student voice in co-production | essential |
| Commitment to parent voice in co-production | essential |
| Experience of managing a small budget | desirable |
| Willingness to learn and develop professionally | essential |
| Ability to communicate clearly with a variety of professional and stakeholder groups including families. | essential |
| Ability to lead teams | essential |
| IT literate | essential |

**Professional Characteristics**

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| Be fully aware of the principles of safeguarding as they apply to this role and setting. | essential |
| Willingness to work flexibly and independently in the context of a provision in a mainstream school | essential |
| Ability to liaise and collaborate effectively with a variety of professionals | essential |
| Good organizational skills including time management | essential |
| Be self-motivated, responsible and resilient. | essential |
| Effective communication skills both orally and in writing. | essential |
| Awareness of confidentiality issues | essential |
| Genuine care for the social and emotional needs of students | essential |
| Ability to self-evaluate, reflect and improve. | essential |
| Commitment to participation in networks of SRPs in the local area. | essential |