# (SEN CO-ORDINATOR): PERSON SPECIFICATION

| Essential | Desirable | Evidence |
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| Qualifications and experience | | |
| * First degree. * Qualified teacher status. * A continued commitment to own professional development. * As a middle leader within the same phase school/academy. * Teaching experience within the designated age range. * Of child-safeguarding issues and successful use of measures that promote and ensure the safe-guarding of children. * Excellent knowledge of current legislation and guidance on SEN entitlements and provision. * Experience of direct working with students with SEN, organising provision, including preparation of IEPs. | * Further relevant professional studies. * Experience of more than one school/academy. * Experience of more than one key stage. * Qualification in SEN. | Application form  Certificates  References |
| Leading strategically with specific reference to specialism | | |
| Knowledge and understanding of:  * Models of effective leadership and organisational structures. * New technologies and their potential impact. * Strategic planning processes, tools and techniques. * Ways of achieving stakeholder and community engagement. * Leading change, creativity and innovation.  Skills:  |  | | --- | | * Think strategically, analytically and creatively. * Deal with complexity and uncertainty. | | * Build a vision and communicate clear purpose and sense of direction. * Anticipate, lead and manage change. * Use research to support and challenge practice. * Inspire, challenge, motivate and empower others to attain challenging outcomes. * Celebrate achievement and acknowledge excellence. * Model the vision and values of the school. | | Knowledge and understanding of:  * Developments in education at local, national and global levels.  Skills:  * Work strategically with governing board. * Demonstrate political acumen. * Build capacity and achieve sustainability. | Application form  Letter of application  References  Interviews |
| Leading teaching and learning with specific reference to specialism | | |
| Knowledge and understanding of:  |  | | --- | | * Methods to ensure the specified teaching standards 2012 are harnessed and maintained by all teaching staff. * Curriculum design and management. * Ways of applying effective practice and research evidence to improve outcomes. | | * Principles of quality learning, teaching and assessment including school review and self-evaluation. | | * Use of external support and expertise. | | * New technologies to support learning and teaching. | | * Strategies for improving outcomes and achieving excellence for all. | | * Tools for data collection and analysis. | | Knowledge and understanding of:  * Political impact of external, community or family factors on learning. * Behaviour and attendance management. | Application form  Letter of application  References  Interviews |
| Skills:  |  | | --- | | * Design, develop and deliver the curriculum. | | * Demonstrate equality and diversity in teaching and learning. | | * Achieve the best possible learning outcomes for all. | | * Use developmental models for teaching and learning. | | * Engage parents in student’s teaching and learning. | | * Manage and use performance data. | | * Deploy technology to support teaching and learning. | | * Develop and use effective assessment and moderation systems. * Understand whole school culture of best practice in teaching and learning. * Understand flexible and comprehensive learning opportunities for all students. * Capitalise on appropriate sources of external support and expertise. * Evaluate, review and develop systems and structures. | |  |  |
| Leading the organisation with specific reference to specialism | | |
| Knowledge and understanding of:  * Employment market, effective recruitment, deployment and management of staff. * Technology to enhance organisational effectiveness. * Strategies to maximise contributions from the workforce. * Accountability frameworks.  Skills:  |  | | --- | | * Seek expertise and advice from within and outside the school. | | * Delegate, collaborate and distribute leadership. | | * Manage others within an accountability framework. | | * Create an environment which enables people to perform at their best and underpins effective employee relations. | | Knowledge and understanding of:  * Legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks. * Development of and access to school buildings and facilities. * Strategic financial planning, budget management and principles of best value. * Organisational development, planning and implementing change. * Project management techniques.  Skills:  * Manage the school's financial, human and physical resources. * Establish structures and systems so operational decisions are based on informed discussion. * Develop and sustain a safe, secure and healthy school environment. * Create a working environment which takes account of workload and work-life balance. * Manage industrial relations. | Application form  Letter of application  References  Interviews |
| Leading people with specific reference to specialism | | |
| Knowledge and understanding of:  |  | | --- | | * Significance of interpersonal relationships, including impact on teacher performance and pupil learning. | | * Performance management, continuous professional development and sustained school improvement. | | * Building motivation, including the importance of celebrating achievement. | | * Own performance, ways of obtaining feedback and how to improve. * Support and development systems for individuals and teams. | | Knowledge and understanding of:  * Building and sustaining a learning community within a diverse workforce. | Application form  Letter of application  References  Interviews |
| Skills:  |  | | --- | | * Develop self-awareness, self-management and self-confidence and use effectively. | | * Listen, reflect and communicate effectively. | | * Give feedback and provide support to improve performance. | | * Hold people to account and challenge under performance. | | * Develop a culture of learning and continuous professional development. | | * Receive and act on feedback to build on strengths and improve personal performance. * Create a culture which encourages ideas and contributions from others. * High standards of personal and professional conduct. | | Skills:  * Negotiate and manage conflict, providing appropriate support. * Foster an open, fair and equitable culture. * Motivate, develop, empower and sustain individuals and teams. |  |
| Leading in the community with specific reference to specialism | | |
| Knowledge and understanding of:  |  | | --- | | * Multi-agency work (including the team around the student), benefits and risks of multi-agency working. | | * Collaboration and partnership working (including school, home, community and business partnerships). | | * Wider curriculum beyond the school and opportunities it provides. |  Skills:  |  | | --- | | * Establish and engage in partnerships, including working with multi-agency teams. | | * Consult, engage and communicate with staff, pupils, parents and carers to enhance pupil’s learning. | | * Engage in cross phase working and transition issues. | | Knowledge and understanding of:  * Extended service provision, commissioning and contracting. * The diversity of professional cultures and ways of working. * Diversity and community cohesion issues. * Strengths, capabilities and objectives of other schools, services and agencies.  Skills:  * Collaborate and work within and across the community. * Engage the community in systematic evaluation of the school's work and act on outcomes. * Take a leadership role within and across the community. * Engage in school-to-school collaboration and contribute to leadership in the wider education system. * Contribute to achievement of community cohesion. * Broker and commission services. | Application form  Letter of application  References  Interviews |