

ASSISTANT SENDCO

PERSON SPECIFICATION

**Column 1 = Requirements**

**Column 2 = Status of Requirements: E – Essential D - Desirable**

**Column 3 = Method Identified: A – Application I – Interview R - Reference**

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| **Column 1** | **Column 2** | **Column 3** |
| **EDUCATION AND TRAINING** | | |
| * Qualified Teacher in Secondary | **D** | **A** |
| * Good degree or equivalent | **E** | **A** |
| * Possess excellent educational qualifications at A Level or equivalent in key subject areas | **E** | **A** |
| * Demonstrate evidence of continued professional development | **E** | **A, I** |
| * Recognised safeguarding training | **E** | **A, I** |
| * NASENCO qualification/ Leadership SENCO NPQ/SEND qualifications | **D** | **A, I** |
| **EXPERIENCE** |  |  |
| * Successful experience as a teacher, able to provide evidence of successful outcomes in terms of uptake and pupil progress | **E** | **A, I, R** |
| * Successful experience as a teacher of literacy and numeracy, able to provide evidence of successful outcomes in terms of pupil progress | **E** | **A, I, R** |
| * Experience of developing projects or initiatives to raise attainment, provide inspiration and challenge | **E** | **A, I, R** |
| * Evidence of contribution to the wider life of the school | **E** | **A, I, R** |
| * Evidence that teaching is consistently good or outstanding | **E** | **A, I, R** |
| * Evidence of significant contribution to current school’s work on SEND | **E** | **A, I, R** |
| * Experience of working successfully in partnership with external agencies and parents | **D** | **A, I** |
| * Experience of monitoring and raising standards in teaching, learning and assessment to improve achievement | **D** | **A, I, R** |
| * Current experience of strategies to raise student achievement | **E** | **A, I** |
| * Involvement in whole school projects and/or external initiatives with impact evidenced | **D** | **A, I, R** |
| * Implementation of educational innovations leading to raised standards | **D** | **A, I, R** |
| * Experience of parental communication that has led to positive impact | **D** | **A, I** |
| * Effective collaboration with other organisations (primary schools, secondary schools, businesses etc.) | **D** | **A, I** |
| * Evidence of adapting the curriculum to support the needs of all learners and evidence or impact | **E** | **A, I** |
| **KNOWLEDGE & UNDERSTANDING** | | |
| * SEND Code of Practice requirements | **E** | **A, I** |
| * Effective strategies for raising achievement of pupils with additional needs | **E** | **A, I, R** |
| * The role of monitoring and evaluation in raising attainment and ensuring the quality of provision is good | **E** | **A, I** |
| * Awareness of current educational issues and initiatives in SEND and the ability to apply these in a school setting | **E** | **A, I** |
| * Knowledge of effective strategies to improve Teaching and Learning for pupils with SEND and evidence of implementing these with impact | **D** | **A, I, R** |
| * Knowledge of and confidence in the use of student performance data to track progress and raise student achievement | **E** | **A, I** |
| * Knowledge of how to effectively deploy support staff in own classroom and/or beyond | **E** | **A, I** |
| **LEADERSHIP AND MANAGEMENT SKILLS** | | |
| * Successful experience in leading on areas within a school with evidence of impact | **E** | **A, I, R** |
| * Ability to lead and manage (projects) decisively within a collaborative ethos | **E** | **A, I, R** |
| * Ability to respond positively and enthusiastically to new challenges, prioritising effectively and delegating as appropriate, but always seeing tasks through to their conclusion | **E** | **A, I, R** |
| * Ability to take decisions after appropriate consultation | **E** | **A, I, R** |
| * Ability to inspire, motivate, lead and manage staff and students | **E** | **A, I, R** |
| * Effective communication and interpersonal skills suitable for a variety of audiences e.g. parents, governors, staff, students | **E** | **A, I, R** |
| **SKILLS AND ABILITIES** | | |
| * Excellent skills as a classroom practitioner with a proven track record of good and outstanding results | **E** | **A, I, R** |
| * Excellent communication skills |  |  |
| * Excellent motivational and team working skills | **E** | **A, I, R** |
| * The ability to develop positive relationships with students in order to assist them in realising their potential | **E** | **A, I, R** |
| * Possess good organisational skills | **E** | **A, I, R** |
| **PERSONAL QUALITIES** | | |
| * Demonstrate a high degree of professionalism, resilience, positivity, energy, enthusiasm, creativity, drive and the ability to motivate others; to be flexible and to work as part of a team; able and willing to contribute to the sharing of good practice | **E** | **A, I, R** |
| * Be an effective teacher | **E** | **A, I, R** |
| * Possess an enthusiasm for working with pupils with additional needs and supporting their achievement | **E** | **A, I, R** |
| * Possess ambition and a desire to develop professionally | **E** | **A, I, R** |
| * Possess a passion for learning and a desire to play a key part in the development of The Derby High School as a Science and Arts College and be keen to contribute to the life of the school beyond the confines of the classroom. | **E** | **A, I** |
| * Committed to improving standards with a belief that all things are possible and that everyone can succeed | **E** | **I** |
| * A genuine liking for teenagers and a dedication to the development of the whole-student | **E** | **A, I, R** |
| * Innovative and creative thinker | **E** | **I** |
| * Enthusiastic, energetic and self-motivating | **E** | **I** |
| * Hard working, tenacious, resilient and responds well to pressure | **E** | **I, R** |
| * Flexibility, sensitivity and the ability to find solutions to problems | **E** | **I** |
| * Professional pride and integrity, adaptability and high expectations of all | **E** | **I** |
| * The willingness to support colleagues and challenge underperformance | **E** | **A, I** |
| * High personal standards – dress, conduct, and presentation | **E** | **I** |

**SAFER RECRUITMENT**

The Derby High School takes safeguarding extremely seriously and has clear policies and procedures with regard to safeguarding our students. All staff appointed to the school will need to demonstrate their suitability to work safely with young people.

**PLEASE NOTE**

The school has an agreed dress code and all members of staff are expected to be smartly and professionally attired.

The school operates a no smoking policy.