

## PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>Qualified teacher status</li> <li>National professional qualification (NPQ) for SENCOs, or a willingness to complete it within 3 years of appointment</li> <li>Degree</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of continuous CPD with particular reference to Special Educational Needs (SEN)</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>At least 3 years Primary School Teaching experience</li> <li>Experience of leading a team of teachers on a subject or curriculum initiative</li> <li>Experience of training or supporting other teachers</li> <li>Experience of working alongside other teachers in developing pedagogy</li> <li>Successful experience of monitoring, evaluating and improving the quality of teaching and learning and recording progress</li> <li>Experience of raising attainment for all pupils in challenging classroom environments</li> <li>Experience of working in collaboration with parents</li> <li>Evidence of continuing professional development</li> <li>Evidence of working with multi agencies</li> <li>Involvement in self-evaluation and development planning</li> <li>Experience of conducting training/leading INSET</li> </ul>	<ul style="list-style-type: none"> <li>Experience of teaching and/or leading EYFS</li> <li>Leading SEND provision and line managing staff to deliver SEND interventions</li> <li>Experience of teaching the whole primary age range dealing specifically with a range of SEND needs and implementing appropriate strategies to support and access learning by the children</li> <li>Experience of budget management</li> </ul>

<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Sound knowledge of the SEND Code of Practice</li> <li>• Understanding of what makes 'quality first' teaching, and of effective intervention strategies</li> <li>• Knowledge of Ordinary Available provision and how to ensure this embedded throughout</li> <li>• Ability to plan and evaluate interventions</li> <li>• Data analysis skills and the ability to use data to inform provision planning</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to build effective working relationships</li> <li>• Ability to influence and negotiate</li> <li>• Good record-keeping skills</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of planning for high quality learning opportunities in EYFS</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Commitment to getting the best outcomes for pupils and promoting the ethos and values of Haven</li> <li>• Excellent organisational skills and the ability to manage a large complex work load</li> <li>• Empathise with the difficulties of SEND pupils in accepting the curriculum</li> <li>• Organise and sustain systematic support from a variety of providers for a range of SEND</li> <li>• Advise and motivate teaching and support staff with SEND initiatives</li> <li>• Present clearly a wide range of specialised information to both educationalists and non- educationalists</li> <li>• Make consistent judgements based on careful analysis of available evidence</li> <li>• Be an excellent classroom practitioner</li> <li>• Excellent communication skills, both written and oral</li> <li>• Good presentation skills with the ability to enthuse and motivate others</li> <li>• Confident in the use of information and communication technology.</li> <li>• Good influencing and negotiating skills</li> <li>• Excellent record keeping and time management</li> </ul>	