

## Primary Assistant in Inclusion and SENCo PERSON SPECIFICATION

Essential	Desirable	Evidence
<b>Qualifications and experience</b>		
<p>First degree.</p> <p>Qualified teacher status.</p> <p>A continued commitment to own professional development.</p> <p>As a middle leader within the same phase school/academy.</p> <p>Teaching experience within the designated age range.</p> <p>Of child-safeguarding issues and successful use of measures that promote and ensure the safe-guarding of children.</p> <p>Excellent knowledge of current legislation and guidance on SEN entitlements and provision.</p> <p>Experience of direct working with students with SEN, organising provision, including preparation of IEPs.</p> <p>Qualification in SEN.</p>	<p>Further relevant professional studies.</p> <p>Experience of more than one school/academy.</p> <p>Experience of more than one key stage.</p>	<p>Application form</p> <p>Certificates</p> <p>References</p>
<b>Leading strategically with specific reference to specialism</b>		
<p><b>Knowledge and understanding of:</b></p> <p>Models of effective leadership and organisational structures.</p>	<p><b>Knowledge and understanding of:</b></p> <p>Developments in education at local, national and global</p>	<p>Application form</p>

Essential	Desirable	Evidence
<p>New technologies and their potential impact.</p> <p>Strategic planning processes, tools and techniques.</p> <p>Ways of achieving stakeholder and community engagement.</p> <p>Leading change, creativity and innovation.</p> <p><b>Skills:</b></p> <p>Think strategically, analytically and creatively.</p> <p>Deal with complexity and uncertainty.</p> <p>Build a vision and communicate clear purpose and sense of direction.</p> <p>Anticipate, lead and manage change.</p> <p>Use research to support and challenge practice.</p> <p>Inspire, challenge, motivate and empower others to attain challenging outcomes.</p> <p>Celebrate achievement and acknowledge excellence.</p> <p>Model the vision and values of the school.</p>	<p>levels.</p> <p><b>Skills:</b></p> <p>Work strategically with governing board.</p> <p>Demonstrate political acumen.</p> <p>Build capacity and achieve sustainability.</p>	<p>Letter of application</p> <p>References</p> <p>Interviews</p>

Essential	Desirable	Evidence
<b>Leading teaching and learning with specific reference to specialism</b>		
<p><b>Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>Methods to ensure the specified teaching standards 2012 are harnessed and maintained by all teaching staff.</li> <li>Curriculum design and management.</li> <li>Ways of applying effective practice and research evidence to improve outcomes.</li> <li>Principles of quality learning, teaching and assessment including school review and self-evaluation.</li> <li>Use of external support and expertise.</li> <li>New technologies to support learning and teaching.</li> <li>Strategies for improving outcomes and achieving excellence for all.</li> <li>Tools for data collection and analysis.</li> </ul>	<p><b>Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>Political impact of external, community or family factors on learning.</li> <li>Behaviour and attendance management.</li> </ul>	<ul style="list-style-type: none"> <li>Application form</li> <li>Letter of application</li> <li>References</li> <li>Interviews</li> </ul>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Design, develop and deliver the curriculum.</li> </ul>		

Essential	Desirable	Evidence
<p>Demonstrate equality and diversity in teaching and learning.</p> <p>Achieve the best possible learning outcomes for all.</p> <p>Use developmental models for teaching and learning.</p> <p>Engage parents in student's teaching and learning.</p> <p>Manage and use performance data.</p> <p>Deploy technology to support teaching and learning.</p> <p>Develop and use effective assessment and moderation systems.</p> <p>Understand whole school culture of best practice in teaching and learning.</p> <p>Understand flexible and comprehensive learning opportunities for all students.</p> <p>Capitalise on appropriate sources of external support and expertise.</p> <p>Evaluate, review and develop systems and structures.</p>		
<p><b>Leading the organisation with specific reference to specialism</b></p>		

Essential	Desirable	Evidence
<p><b>Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>Employment market, effective recruitment, deployment and management of staff.</li> <li>Technology to enhance organisational effectiveness.</li> <li>Strategies to maximise contributions from the workforce.</li> <li>Accountability frameworks.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Seek expertise and advice from within and outside the school.</li> <li>Delegate, collaborate and distribute leadership.</li> <li>Manage others within an accountability framework.</li> <li>Create an environment which enables people to perform at their best and underpins effective employee relations.</li> </ul>	<p><b>Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>Legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks.</li> <li>Development of and access to school buildings and facilities.</li> <li>Strategic financial planning, budget management and principles of best value.</li> <li>Organisational development, planning and implementing change.</li> <li>Project management techniques.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Manage the school's financial, human and physical resources.</li> <li>Establish structures and systems so operational decisions are based on informed discussion.</li> <li>Develop and sustain a safe, secure and healthy school environment.</li> <li>Create a working environment which takes account of</li> </ul>	<ul style="list-style-type: none"> <li>Application form</li> <li>Letter of application</li> <li>References</li> <li>Interviews</li> </ul>

Essential	Desirable	Evidence
	<p>workload and work-life balance.</p> <p>Manage industrial relations.</p>	
<b>Leading people with specific reference to specialism</b>		
<p><b>Knowledge and understanding of:</b></p> <p>Significance of interpersonal relationships, including impact on teacher performance and pupil learning.</p> <p>Performance management, continuous professional development and sustained school improvement.</p> <p>Building motivation, including the importance of celebrating achievement.</p> <p>Own performance, ways of obtaining feedback and how to improve.</p> <p>Support and development systems for individuals and teams.</p>	<p><b>Knowledge and understanding of:</b></p> <p>Building and sustaining a learning community within a diverse workforce.</p>	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<p><b>Skills:</b></p> <p>Develop self-awareness, self-management and self-confidence and use effectively.</p> <p>Listen, reflect and communicate effectively.</p>	<p><b>Skills:</b></p> <p>Negotiate and manage conflict, providing appropriate support.</p> <p>Foster an open, fair and equitable culture.</p> <p>Motivate, develop, empower and sustain individuals and</p>	

Essential	Desirable	Evidence
<p>Give feedback and provide support to improve performance.</p> <p>Hold people to account and challenge under performance.</p> <p>Develop a culture of learning and continuous professional development.</p> <p>Receive and act on feedback to build on strengths and improve personal performance.</p> <p>Create a culture which encourages ideas and contributions from others.</p> <p>High standards of personal and professional conduct.</p>	<p>teams.</p>	
<p><b>Leading in the community with specific reference to specialism</b></p>		
<p><b>Knowledge and understanding of:</b></p> <p>Multi-agency work (including the team around the student), benefits and risks of multi-agency working.</p> <p>Collaboration and partnership working (including school, home, community and business partnerships).</p> <p>Wider curriculum beyond the school and opportunities it provides.</p> <p><b>Skills:</b></p> <p>Establish and engage in partnerships, including working with</p>	<p><b>Knowledge and understanding of:</b></p> <p>Extended service provision, commissioning and contracting.</p> <p>The diversity of professional cultures and ways of working.</p> <p>Diversity and community cohesion issues.</p> <p>Strengths, capabilities and objectives of other schools, services and agencies.</p> <p><b>Skills:</b></p>	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>

Essential	Desirable	Evidence
<p>multi-agency teams.</p> <p>Consult, engage and communicate with staff, pupils, parents and carers to enhance pupil's learning.</p> <p>Engage in cross phase working and transition issues.</p>	<p>Collaborate and work within and across the community.</p> <p>Engage the community in systematic evaluation of the school's work and act on outcomes.</p> <p>Take a leadership role within and across the community.</p> <p>Engage in school-to-school collaboration and contribute to leadership in the wider education system.</p> <p>Contribute to achievement of community cohesion.</p> <p>Broker and commission services.</p>	