

# PERSON SPECIFICATION

Selection Criteria	Essential (E) Desirable (D)		Method of Assessment
	E	D	<b>Application – A</b> <b>Interview – I</b> <b>References - R</b>
<b>Qualifications and Knowledge</b>			
Experience working with pupils with a range of special educational needs	E		A, I, R
Strong understanding of the SEND Code of Practice (2015)	E		A, I
Excellent communication and interpersonal skills	E		A, I, R
Ability to work effectively with pupils, staff, parents, and outside agencies	E		A, I, R
Good administrative and organisational skills	E		A,I
At least five good passes at GCSE or equivalent. Inc. English & Maths	E		A, R
Working towards or completed the National Award for SEN Coordination (NASENCO)		D	A, I
Experience in leading or coordinating SEND provision in a school setting		D	A, I, R
Experience with EHCP processes and Annual Reviews		D	A, I
Familiarity with SEN software or tracking tools (e.g. Provision Map, Edukey)		D	A, I, R
Commitment to Safeguarding children	E		A, I, R
<b>Experience</b>			
A detailed understanding of the role of support staff when supporting students	E		A, I
Experience of working with students from the full ability range at Key Stages 3 and 4	E		A, I
Awareness if ICT applications	E		A
Experience of using data to support student progress and improvement	E		A, I
Experience of working with parents and external agencies	E		A, I, R
First Aid experience		D	A

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<b>Specific Attitude</b>			
Ability to communicate effectively with a full range of people, including: students, parents / family members, staff and other professionals	E		A, I, R
Effective when working with students in difficult situations	E		A, I, R
Work effectively as an individual and as part of a team	E		A, I, R
Lead staff to ensure they are able to complete all of their roles successfully		D	A, I, R
Well organised with a high level of commitment to students and their wellbeing		D	A,I, R
Good interpersonal skills	E		A, I, R
Computer literate	E		A, I
Ability to motivate students through a variety of methods, including: competition, rewards, sanctions and the setting of SMART targets	E		A, I, R
<b>Motivation and Social Skills</b>			
Show initiative	E		A, I
Ability to deal with students in a firm and sensitive manner	E		A, I
Place importance on high expectations and standards for students	E		A, I
Supportive of the school Catholic ethos	E		A, I
Has energy, resilience and enthusiasm	E		A, I, R
Commitment to individual continuous professional development, wanting to ‘get better’ by building on strengths but also recognising development areas & actively seeking to improve them	E		A, I
Ability to contribute to other aspects of school life	E		A, I
Smart professional appearance & good sense of humour	E		I