

St Thomas of Canterbury Catholic Primary School

PERSON SPECIFICATION: Teacher with SENDCo/Inclusion Responsibility

CRITERIA	ESSENTIAL / DESIRABLE	WHERE MEASURED <u>Key:</u> AF=application form I=interview P=presentation TO= teaching observation T=task
<u>Education and Training</u>		
1. Qualified teacher status	E	AF
2. Appropriate phase training with significant experience	E	AF
3. Commitment to continuing professional development, either holds the SENDCo qualification or commitment to achieving the National SENDCO Award	E	AF
<u>Work Experience</u>		
1. Significant experience of teaching in a primary school.	E	AF/P
2. Leadership of curriculum development in at least one subject.	E	AF/P
3. Management experience in a primary school.	E	AF/P
4. Experience of teaching at different key stages.	D	AF
5. Experience of managing whole school issues	E	AF/P/I
<u>Skills and abilities</u>		
<u>Management</u>		
1. A vision for fostering and developing the Catholic ethos of the school	D	AF/I
2. Ability to develop and review the curriculum for SEND pupils and its implementation	E	AF/I
3. Ability to establish and review targets and make decisions	E	AF/I
4. To be able to communicate effectively with staff, parents, the community and relevant external agencies	E	AF/I
5. Ability to relate to and work with others as a member of a team.	E	AF/I/P
<u>Leadership</u>		
1. Ability to lead staff in a whole school area	E	AF/I
2. Experience of the delivery of CPD for school staff	E	AF/I
3. Ability to take a leadership role in the evaluation of quality and standards in the school.	E	AF/I/P
4. Ability to take work closely with the pastoral care team.	E	AF/I
5. The ability to set high and clear expectations, to hold others accountable for performance and the contributions they make to the school community	E	AF/I
<u>Knowledge and Understanding</u>		
1. Knowledge of the National Curriculum and awareness of developments with regard to	E	AF/I

SEND.		
2. An understanding of the process of learning and can identify the characteristics of effective primary teaching and learning strategies used to raise attainment and achievement.	E	AF/I
3. An understanding of continuity and progression in learning.	E	AF/I
4. An understanding of Inclusion issues within a primary school	E	AF/I/P
5. A good understanding of assessment, including target setting and tracking.	E	AF/I
6. Knowledge of relevant legislation - in particular of the SEND Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with EHCP as well as those without	E	AF/I/P
7. Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the School's resources and the individual child	E	AF/I/P
8. Knowledge of current educational issues and their relationship to the inclusion, behaviour support	E	AF/I/P
9. Experience of inter-agency work	D	AF/I/P
<u>Approach to Work</u>		
1. Evidence of a high motivation and excellent classroom practice as a teacher	E	AF/TO
2. A commitment to good quality provision and high standards	E	AF/TO
3. Evidence of commitment to involving parents as partners in the education process	E	AF/I
4. A commitment to equal opportunity.	E	AF
<u>Other circumstances</u>		
An ability to fulfil all spoken aspects of the role with confidence through the medium of English	E	AF/I