**PERSON SPECIFICATION**

* Genuine and demonstrable interest in working with young people and education
* Commitment to achievement for all, regardless of background or ability
* Ability to lend subject-specialism to the learning and development of students
* Enthusiasm, initiative, resilience and pro-activity
* Willingness to learn and participate in a dynamic educational setting
* Ability to be a role model to young people.

**Qualifications and Training:**

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| Educated to NVQ level 3 / AS or A2 level or equivalent experience |
| Other professional development in the area of SEND (desirable) |

**Knowledge and Experience:**

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| Experience of working with students with evidence of having achieved successful student progress and outcomes |
| Knowledge and understanding of how children learn |
| A sound grasp of the concept of inclusive practice |
| A good knowledge of the SEND Code of Practice 2015 |
| Experience of working with parents to support students’ needs |
| Knowledge of issues relating to equal opportunities |

**Skills and Abilities:**

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| Skilled at making and sustaining positive relationships with children |
| Able to use specialist skills/training/experience to support pupils in curricular or learning activities in accordance with Education Health Care Plans as required. |
| Able to stimulate children’s interest in learning |
| Able to work closely with students who are finding learning difficult, or those who have experienced a feeling of failure |
| Able to work closely with other adults, offering them practical advice and strategies that assist them to overcome problems relating to the teaching of students with SEND |
| Skilled at developing children’s self-esteem and motivation so that they become resilient, independent learners |
| Capable of planning intervention work, assessing the needs and achievements of children and maintaining appropriate records |
| Able to work with the wider school community in the development of provision for students with SEND |
| Able to foster effective relationships with parents, communicate with them and encourage their active participation in their child’s education |
| Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these |
| Excellent written and oral communication skills |