

PERSON SPECIFICATION

Assistant SENCO

A Person Specification defines the required qualifications, knowledge, skills and qualities of the staff sought by Minster Trust for Education (MITRE) Trustees in the recruitment and selection process – these are referred to as essential in the table below.

All members of staff employed by the Minster Trust for Education support and promote the school's aims:

1. To create an atmosphere of caring and purpose derived from commitment to moral and religious principles;
2. To engender a lifelong love of learning;
3. To encourage each child to strive for his or her best in intellectual, physical and spiritual growth;
4. To help each child to develop relationships with others which are founded on mutual respect and the pursuit of lasting happiness;
5. To encourage and develop leadership and active citizenship within the school and wider community which fosters a sense of dignity, vocation and purpose for every individual;
6. To develop and maintain excellence in teaching and learning.

*Note: when completing your application form please have regard to how each of the **essential** elements of the person specification will be assessed (refer to evidence key at the end of this document). In particular, please ensure that you provide **written** evidence of how you meet the specification for those noted as **W**.*

Attributes & Requirements

	Essential	Desirable
Education & Training	<ul style="list-style-type: none"> • Relevant professional qualification. (W, D). • Degree or similar level of qualification. (W, D). • GCSE English & mathematics grade C or above (or equivalent). (W, D). 	<ul style="list-style-type: none"> • Certificate of Competence in Educational Testing (CCET) (Where this is not held, a commitment to achieving this as soon as possible*) (W). • Access Arrangements Assessor Post Graduate course or equivalent to Level 7; (Where this is not held, a commitment to achieving this as soon as possible*) (W, I).
Knowledge & Experience	<ul style="list-style-type: none"> • Experience of working with children, within an educational setting who have a range of SEN (W, I). 	<ul style="list-style-type: none"> • Knowledge and understanding of relevant regulations, guidance, and procedures – code of practice and legislation. (W, I).

	<ul style="list-style-type: none"> • Experience of planning and leading teaching and learning activities. (W, I). • Experience of working with KS3, KS4 & KS5 aged students with SEN. (W, I). • Up to date knowledge of good practice in secondary education. (W). • Experience of using a variety of screening and assessment tools. (W). • Ability to form meaningful relationships with young people in the 11-16 age range. (W, I). • A passion for education and making a difference to life chances of all young people. (W, I). • Effective team member and a willingness to go the extra mile. (W). 	<ul style="list-style-type: none"> • Experience of assessing for Access Arrangements, (W, I).
Skills and Abilities	<ul style="list-style-type: none"> • Be able to work in partnership with parents/guardians (W, I). • Excellent written and oral communication skills. (W). • Good organisation and management skills. (W, I). • Be friendly and have a flexible approach to work. (W). • Be enthusiastic, able to work on own initiative and self-motivated. (W, I). • Flexible attitude towards work, with the ability to adapt to change. (W, I). • Have a calm and confident manner, (W, I). • Demonstrate personal and professional integrity. (W, I). • Ability to use ICT as an integral part of the role. (W, I). 	<ul style="list-style-type: none"> • Understanding of JCQ guidelines on Access Arrangements and Reasonable Adjustment. (W, I).
Personal Qualities	<ul style="list-style-type: none"> • The ability to establish effective working relationships with individuals, groups, and organisations. (W, I). • The ability to remain calm and diffuse situations. (W, I). • The demonstration of a concern for excellence in one's professional work and the achievement of students. (W, I). • The demonstration of a well-developed sense of the spiritual dimension of life and a commitment to support the academy's denominational aims, vision, creativity, and optimism. (W, I). 	<ul style="list-style-type: none"> • A willingness to contribute to the wider life of the academy. (I)

	<ul style="list-style-type: none"> • Adaptability and resilience, with the ability to cope with periods of work pressure with good humour and a sense of proportion. (W, I). • Energy and commitment to professional responsibilities and to the betterment of all students. (W, I). • A commitment to supporting the academy ethos in the interests of students and staff. (W, I). 	
Other Conditions	<ul style="list-style-type: none"> • Evidence of commitment to Continuing Professional Development. (W). 	<ul style="list-style-type: none"> • Demonstrable evidence of achievement in current post. (W, I).
Equal Opportunities & Safeguarding	<ul style="list-style-type: none"> • Commitment to equal opportunities. • Commitment to safeguarding students. • Must be able to recognise discrimination in its many forms and be willing to put Equality Policies into practice. 	

Evidence key: Written Application (W), Documentary evidence (D), Interview/assessment (I)

Note: Where the requirements are 'Essential' and marked as evidenced by your written application (W) – if your written application does not state how you meet the essential criteria, you will not be shortlisted.