

The Oldershaw School

Employee Specification Form

Post Number	
Job Title	Deputy SENDCO
Department	SEND
Prepared by and date	Emily Stanley Nov 2022

Important - Study "Explanatory Notes" printed overleaf before completing form

Essential Personal Attributes	Stage Identified	Desirable Personal Attributes	Stage Identified
<p>Qualifications</p> <ul style="list-style-type: none"> • A relevant degree (2.2 or higher) • Qualified Teacher Status • Evidence of continuous professional development 	<p>A A A</p>	<ul style="list-style-type: none"> • Relevant SEND qualifications 	<p>A</p>
<p>Experience</p> <ul style="list-style-type: none"> • Teaching experience across Key Stages 3-5. Candidates with experience in Upper Key Stage 2 may also be considered. • Knowledge and understanding of how children learn and how to address barriers to learning • A sound grasp of the concept of inclusive practice • A good knowledge of the SEND Code of Practice • Experience of working closely with parents / carers in successful home-school partnerships that support pupils' needs • Knowledge of issues relating to equal opportunities • Knowledge and experience of using data-informed practices to address barriers to learning and promote progress • Knowledge of current educational issues 	<p>A, I A, I A, I, R A, I, R A, I A/ I A, I A, I A, I</p>		
<p>Knowledge and skills</p> <ul style="list-style-type: none"> • Excellent organisational skills, with the ability to manage multiple information streams and statutory deadlines • Skilled at making and sustaining positive relationships with children • Able to stimulate children's interest in learning • Able to work closely with pupils 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 pupils with SEND • Skilled at developing children's self-esteem and motivation so that they become resilient, independent learners 	<p>I, R A, I, R I, R I, R A, I A, I, R A, I</p>		

<ul style="list-style-type: none"> • Capable of planning intervention work, assessing the needs and achievements of children and maintaining appropriate records • Able to work closely with the wider school community in the development of provision for pupils with SEND • Able to foster effective relationships with parents, communicate with them and encourage their active participation in their child's education • Excellent written and oral communication skills 	<p>A,I,R</p> <p>A,I,R</p> <p>A,I,R</p> <p>A,I,R</p>		
<p>Special Requirements</p> <ul style="list-style-type: none"> • Commitment to ensuring the safety and welfare of children • Uphold and promote the ethos and values of the school and our Trust • Act with integrity, honesty, loyalty, and fairness to safeguard the assets, financial integrity and reputation of the school and our Trust • Ability to work under pressure and prioritise effectively • Maintain confidentiality at all times • Commitment to equality 	<p>A,I,R</p> <p> </p> <p> </p> <p>A,I,R</p> <p> </p> <p> </p>		

Employee Specification Form

These notes should be studied carefully before completing the form overleaf.

List the personal attributes required to fulfil the duties listed in the job description.

They must be:

- set at a level appropriate to the work to be done and *not* higher than necessary
- stated clearly and specifically
- entirely job related

Essential or Desirable

- Essential

Those requirements without which a candidate would be simply unable to do the job.

Any candidate who does not meet the essential requirements must be rejected.

Examples could be the possession of current driving licence or relevant qualification.

- Desirable

Those requirements which are desirable, but not essential.

A candidate should not be rejected for failing to meet any single desirable requirement.

Examples for certain jobs could be local government experience or knowledge of new technology.

Personal Attributes

- Qualifications

What qualifications, if any, should the postholder possess?

To what level

- Experience

What experience, if any, is relevant?

- Knowledge and Skills

Is there any knowledge (other than that covered by qualifications listed) or skills which are relevant? What should the postholder be able to do?

Do not list attributes which cannot be measured, eg "pleasant personality", "flexible outlook". Identify only what the postholder needs to do that requires him/her to be pleasant and flexible. Is it that the person needs to communicate effectively with callers (pleasant) or will need to work flexible hours (flexible). Try to specify the levels of skills that are required, eg if numeracy is specified as a requirement, you should indicate the levels of skill, ie keeping records of petty cash or able to control and monitor substantial budgets.

- Special Requirements

Are there any conditions of service which differ from the norm and with which the postholder must comply? eg live-in requirements, flexible working hours, weekend working.

Stage Identified

Indicate at which stage in the selection process the personal attribute is to be identified, eg application form, interview, tests, references, etc