| PERSON SPECIFICATION | | | | | | | |
|--|--|-------------------------|-------------|------------------------|--|--|--|
| Job Title: SEND Administrator Grade: Grade D | | | | | | | |
| No | Requirements | Essential/ Desirable | App Form | Interview / Task | | | |
| | (based on the job description) | | | | | | |
| QUALIFICATIONS | | | | | | | |
| 1. | NVQ Level 3 Teaching Assistant or equivalent | D | 1 | | | | |
| 2. | SEND Qualifications | D | 1 | | | | |
| 3. | GCSE in English and Maths at grades 'C' or '4' and above | E | 1 | | | | |
| 4. | Evidence of continuous professional development | E | \$ | | | | |
| EXPE | RIENCE | | | | | | |
| 5. | Working with children in a secondary school or other setting | E | 1 | 1 | | | |
| 6. | Supporting children with special educational needs (SEN) | E | 1 | ~ | | | |
| 7. | Supporting children with English as an additional language (EAL) | E | 1 | 1 | | | |
| 8. | Supporting students who have specific difficulties | D | 1 | ~ | | | |
| 9. | Working with students who have physical disabilities | D | 1 | 1 | | | |
| 10. | Contributing to development, monitoring and review of IEPs / pastoral support programmes | E | 1 | 1 | | | |
| ABILI | TIES, SKILLS AND KNOWLEDGE | | | | | | |
| 11. | Ability to maintain positive relationships with students, parents and staff | E | 1 | 1 | | | |
| 12. | Ability to work effectively within a team. | E | 1 | 1 | | | |

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| 13. | Effective classroom and behaviour management skills. | E | 1 | 1 |
|-----|--|---|---|---|
| 14. | Ability to communicate effectively | E | 1 | 1 |

| 15. | Good ICT / google skills for word-processing, use of learning software and accessing on-line resources | E | 1 | ~ | |
|------|--|---|---|---|--|
| 16. | Knowledge of the secondary curriculum | D | 1 | 1 | |
| 17. | Knowledge of strategies to support students with specific SEN e.g. physical disabilities, visual and/or hearing impairment | D | 1 | 1 | |
| PERS | PERSONAL QUALITIES | | | | |
| 18. | A strong belief in the value of education in developing citizens. | E | 1 | 1 | |
| 19. | Highest levels of professional and personal integrity. | E | 1 | 1 | |
| 20. | A strong commitment to inclusion and overcoming barriers to learning and achievement. | E | 1 | 1 | |
| 21. | Personal resilience, persistence and perseverance. | E | 1 | 1 | |
| 22. | Commitment to undertaking additional training where required. | E | 1 | 1 | |
| 23. | A strong commitment to the Trust values | E | 1 | 1 | |
| 24. | Commitment to support the school's agenda for safeguarding and equality and diversity. | E | 1 | 1 | |