

Head of Learning Support - Person Specification

Aspect	Essential	Desirable
Qualifications and Experience	<ul style="list-style-type: none"> • Qualified Teacher Status • Enhanced DBS clearance • Evidence of continued career development • Practice which meets all the Teacher Standards • Knowledge of relevant legislation, in particular the SEN Code of Practice, equal opportunities and disability discrimination and how these apply to pupils with EHCPs as well as those without • 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 	<ul style="list-style-type: none"> • Hold the National Award for SEN Co-ordination (NASENCO) • At least 5 years successful teaching experience in the primary age range
Shaping the Future	<ul style="list-style-type: none"> • Able to assist with the implementation of a shared vision • Contribution to strategic planning and Self Evaluation, which inspires and motivates the school community • Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Education Welfare Services 	<ul style="list-style-type: none"> • Successfully lead change, creativity and innovation across whole school • Working with SLT/staff in developing/implementing successful school improvement priorities • Undergone school based research which has impacted on school priorities
Leading Teaching and Learning	<ul style="list-style-type: none"> • Demonstrate the ability to set high expectations and develop a successful learning environment • An up to date knowledge of the primary curriculum from the Foundation Stage through to the end of Key Stage 1 and 2 	<ul style="list-style-type: none"> • Experience of monitoring and evaluating the effectiveness of the curriculum and of learning and teaching, including its outcomes in terms of standards and achievement and personal development and well-being

	<ul style="list-style-type: none"> • Able to identify and confident to use new technologies, to the benefit of all pupils • Clear understanding of areas that contribute to 'narrowing the gap' for pupil performance, such as SEN, AFL and assessment strategies 	<ul style="list-style-type: none"> • Knowledge of local, national and global educational trends
Developing Self and Working with others	<ul style="list-style-type: none"> • Experience in supporting colleagues e.g. through promoting interpersonal relationships and strategies for individual and team professional development • Maintain and develop the inclusive ethos of the school 	<ul style="list-style-type: none"> • Acted as Performance Management Team Leader • Manages own workload and that of others to allow an appropriate work/life balance
Managing the Organisation	<ul style="list-style-type: none"> • Able to organise people and resources to provide an efficient, effective and safe learning environment • Assist with staff deployment e.g. allocation of duties through timetables/rotas 	
Securing Accountability	<ul style="list-style-type: none"> • Understand the accountability to a wide range of groups, particularly pupils, parents, carers, Governors and the Local Authority • Be able to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, to maintain high standards for all pupils 	<ul style="list-style-type: none"> • Experience of OFSTED inspection • Acted as Staff Governor • Experience of evaluating school priorities (SIP) and contributing to School Evaluation documentation
Strengthening Community	<ul style="list-style-type: none"> • Sustain and further develop effective relationships with parents, carers, other schools and partners, as well as the broader community that enhance the education of all pupils and enrich our school • Experience of parental and community liaison including strategies for communication both within and beyond the 	<ul style="list-style-type: none"> • Experience of working in a range of schools • Experience of collaboration with other agencies

	school	
Safeguarding Children	<ul style="list-style-type: none"> • An up to date knowledge of child protection procedures and safeguarding of pupils • Demonstrate commitment to safeguarding and promoting the welfare of children and young people 	<ul style="list-style-type: none"> • Completed Safeguarding training (Level 3) or other relevant courses