



VALENCE PRIMARY SCHOOL

SEND TA Person Specification

Line Manager: SENco/ Inclusion Manager

Grade: 4

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Be able to demonstrate levels of numeracy and literacy to GSCE [A-C] 	<ul style="list-style-type: none"> Other relevant qualifications (e.g. Foundation Degree in Education) National Vocational Qualifications in Supporting Teaching and Learning Other relevant SEND qualifications (e.g. Makaton, TEACCH, Autism Awareness, Behaviour Management)
Experience	<ul style="list-style-type: none"> Working with children who have Special Educational Needs Working with children who have English as an additional language Working with KS1, KS2 or EYFS pupils in school for a minimum of 3 years Teaching individuals, groups and whole classes Maintaining positive professional with parents and other stake holders 	<ul style="list-style-type: none"> Training or expertise in SEND Implementing Structured Teaching within a setting
Knowledge and Understanding	<ul style="list-style-type: none"> Relevant policies, codes of practice and legislation including safeguarding SEND Code of Practice the EYFS/National Curriculum particularly literacy and numeracy 	<ul style="list-style-type: none"> Multi agency working First Aid Child Development
Skills	<ul style="list-style-type: none"> Have effective oral and written communication skills Form effective professional relationships including team working Demonstrate leadership and line management skills Take direction from line manager and senior staff Have good organisational and time management skills Demonstrate resilience in managing the behaviour of children with complex needs Have sound ICT skills Be able to plan effective activities for pupils with complex needs Be able to work independently Remain calm under pressure and be able to adapt to change quickly Adapt planning to suit the needs of pupils 	<ul style="list-style-type: none"> Use coaching and mentoring skills with adults and pupils
Other	<ul style="list-style-type: none"> Attend school training sessions Have empathy with those facing barriers to their learning Demonstrate an understanding of and a genuine commitment to Inclusion 	<ul style="list-style-type: none"> Demonstrate a commitment to their own professional development