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| **PERSON SPECIFICATION FOR ASSISTANT SENCO** |  |  |  |  |  |
| 1. **Qualifications**
 | **Essential**  | **Desirable** | **Application** |  | **Denita Todd** | **Lauri Knowler** | **Madalina Cozariz** | **Sevgi Karahsan** | **Galina Doychinova** |
| **Good honours degree and QTS** | **√** |  | **√** |  |  |  |  |  |  |
| **Further relevant qualifications including degree or equivalent** | **√** |  | **√** |  |  |  |  |  |  |
| **Participation in external professional development in the last 3 years** | **√** |  | **√** |  |  |  |  |  |  |
| **Planning and delivering programmes of professional development to staff** |  | **√** | **√** |  |  |  |  |  |  |
| 1. **Experience**
 |  |  |  |  | **Denita Todd** | **Lauri Knowler** | **Madalina Cozariz** | **Sevgi Karahsan** | **Galina Doychinova** |
| **Knowledge of the SEND Code of Practice (2015) and the Equality Act (2010)**  | **√** |  |  |  |  |  |  |  |  |
| **Relevant experience of special needs and supporting pupils** | √ |  |  |  |  |  |  |  |  |
| **Managing and dealing with confidential data / issues appropriately.** | √ |  |  |  |  |  |  |  |  |
| **Experience of conducting relevant assessments to determine SEN needs, in particular SEMH** |  | **√** |  |  |  |  |  |  |  |
| **Team management/Staff development responsibility** | **√** |  |  |  |  |  |  |  |  |
| **Experience/evidence of working with external agencies (including referrals** |  | **√** |  |  |  |  |  |  |  |
| **Knowledge of the Enfield Local Offer** |  | **√** |  |  |  |  |  |  |  |
| **Experience of working with a range of pupils with Special Educational Needs across key stages and transition.** | **√** |  |  |  |  |  |  |  |  |
| **Experience of making reasonable adjustments within a mainstream setting in order to meet pupil needs** | **√** |  |  |  |  |  |  |  |  |
| **Experience of applying for Education Health Care Plans (EHCP)** |  | **√** |  |  |  |  |  |  |  |
| **Extended study in an area of Special Educational Need (SEHM)** |  | **√** |  |  |  |  |  |  |  |
| 1. **Aptitudes, Abilities and Skills**
 |  |  |  |  | **Denita Todd** | **Lauri Knowler** | **Madalina Cozariz** | **Sevgi Karahsan** | **Galina Doychinova** |
| **Ability to communicate effectively, orally and in writing to a range of audiences e.g. staff, pupils, governors, parents** | **√** |  | **√** | **√** |  |  |  |  |  |
| **Excellent literacy, numeracy and IT skills including using MIS, Microsoft packages and Google drive software within a school** | **√** |  | **√** | **√** |  |  |  |  |  |
| **Excellent personal organisational** | **√** |  | **√** | **√** |  |  |  |  |  |
| **Excellent personal organisational skills and the ability to prioritise workload and work to specific deadlines** | **√** |  | **√** | **√** |  |  |  |  |  |
| **A learner, willing to undergo training and learn new skills as necessary** | **√** |  | **√** | **√** |  |  |  |  |  |
| **Ability to work to professional standards,****to develop effective working****relationships, think independently and make judgements** | **√** |  | **√** | **√** |  |  |  |  |  |
| **Strong interpersonal skills** | **√** |  | **√** | **√** |  |  |  |  |  |
| **Attention to detail/working with accuracy** | **√** |  |  | **√** |  |  |  |  |  |
| **Ability to set realistic targets and priorities** | **√** |  |  | **√** |  |  |  |  |  |
| **Ability to problem solve, particularly under pressure** | **√** |  |  | **√** |  |  |  |  |  |
| **Ability to set targets, monitor, review and evaluate the performance of the area and a range of intervention strategies.** | **√** |  |  | **√** |  |  |  |  |  |
| **Ability to create and manage effective monitoring systems** | **√** |  |  | **√** |  |  |  |  |  |
| 1. **Personal Qualities and Characteristics**
 |  |  |  |  | **Denita Todd** | **Lauri Knowler** | **Madalina Cozariz** | **Sevgi Karahsan** | **Galina Doychinova** |
| **High personal and professional standards.** | **√** |  | **√** |  |  |  |  |  |  |
| **Interpersonal skills.**  | **√** |  | **√** |  |  |  |  |  |  |
| **Effective communicator.** | **√** |  | **√** | **√** |  |  |  |  |  |
| **Approachable.**  | **√** |  | **√** | **√** |  |  |  |  |  |
| **Resilience to manage one’s own work pressures and the capacity to manage effectively the work of others.**  | **√** |  | **√** |  |  |  |  |  |  |
| **The capacity to inspire and motivate others – both adults and students.** | **√** |  | **√** |  |  |  |  |  |  |
| **Sensitivity and humour.**  | **√** |  | **√** |  |  |  |  |  |  |
| **Enthusiasm, flexibility and maturity of approach.**  | **√** |  | **√** | **√** |  |  |  |  |  |