

HAYDON SCHOOL
PERSON SPECIFICATION –Deputy SENCo

Job requirements	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Good honours degree. • Qualified teacher status. 	<ul style="list-style-type: none"> • Evidence of recent further professional development • SPLD qualification
Leadership and management experience	<ul style="list-style-type: none"> • An ability to set targets, to monitor, evaluate and review practice • An ability to articulate a clear forward vision for the Key Stage with clarity and conviction. • Able to work collaboratively with and to inspire colleagues, to always insist on excellence. • Committed to professional development and is a reflective teacher. 	<ul style="list-style-type: none"> • Experience of managing a diverse team of people. • High profile in current school • Financial and resource management experience • Evidence of strong management and leadership skills. • Experience of leading curriculum development
Professional experience	<ul style="list-style-type: none"> • Proven track record of good classroom practice with pupils obtaining good value-added results • A clear understanding of what motivates pupils. • Commitment to welfare and safeguarding of students. • Ability to work with data to raise achievement for all. • An understanding of how data can be used to track progress and identify underachievement. • A proven ability to promote and deliver positive behaviour management • Sound and up to date knowledge of current educational issues developments and legislation • A proven ability to provide appropriate support to learners and plan specific programmes for targeted groups 	<ul style="list-style-type: none"> • Teaching experience in more than one school • Evidence of wider curriculum knowledge • Experience of working with the wider community

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Personal and Interpersonal Skills	<ul style="list-style-type: none"> • High personal and professional standards. • The ability to relate to young people and enjoy working with them • The ability to create a caring environment within which there is opportunity and encouragement for pupils to achieve their potential. • An ability to listen to, motivate and inspire confidence in others. • An ability to delegate responsibility with accountability. • The resilience to manage one's own work pressures and the capacity to manage effectively the work of others • Sensitivity, humour and flexibility. • Persist with tenacity and resilience. • The ability to challenge with compassion. • Prioritise and take action for maximum impact. • Seek and provide opportunities for growth, be curious. • Show humility and not assume you know everything. • Challenge inequality, prejudice and unconscious bias, being a voice for those without a voice; make sure that policy and practice embeds equality. • Be confident to make decisions in the best interests of the communities that you serve, adapting decisions based on changing contexts. • Be very mindful of the well-being of all stakeholders. • Be able to consider a balanced workload with the use of new technologies in mind. 	<ul style="list-style-type: none"> • Evidence of team building skills • An ability to recognise and utilise the strengths of individual teachers • An ability to improve the practice of other teachers and develop their skills within and beyond the classroom • An ability to contribute to wider school aims and objectives
Specific Subject expertise	<ul style="list-style-type: none"> • Excellent subject knowledge • Able to identify Learning objectives and link them to teaching activities 	<ul style="list-style-type: none"> • Experience writing/updating schemes of work • Experience in a range of relevant extracurricular activities
Other	<ul style="list-style-type: none"> • Be willing to lead and engage in curriculum enhancing activities • High standards of written and oral communication 	

Date: February 2024