



Person Specification: Co-ordinator of Physical Difficulties Support Service

VICTORIA SCHOOL

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status. • Degree/PGCE or equivalent Qualifications. 	<ul style="list-style-type: none"> • Additional educational /professional qualifications linked to SEN or Leadership and Management.
Professional Development	<ul style="list-style-type: none"> • Evidence of a willingness to undertake appropriate additional training in current educational practice and any other area of professional development indicated by the performance management process. 	<ul style="list-style-type: none"> • Evidence of further professional training/development.
Knowledge and Experience	<ul style="list-style-type: none"> • Successful teaching experience and a sound knowledge of early learning experiences and physical development. • An excellent understanding of and experience in using assessment and data management. • Experience in more than one school/setting. • Experience of the Annual Review process. • Experience of liaison with the Local Authority Special Educational Needs Assessment Service. • Awareness and experience of the SEN Code of practice and statutory duties. • Experience of work with children having special educational needs. • Experience in supporting pupils with a range of Physical Difficulties. • Experience as a Middle or Senior Leader / Curriculum Co-ordinator/SENCO. • A clear understanding of the Inclusion Agenda. • Successful experience in working with other partners – pre-school, extended services, networks, multidisciplinary partners. • Understanding and commitment to the recognised Child Protection and Safeguarding Procedures. 	
Skills and Abilities	<ul style="list-style-type: none"> • Proven ability in leading staff team. • Ability to liaise successfully within a multi-agency collaborative approach. • Ability to work cooperatively and collaboratively as a team member and leader. • Ability to work with and be supportive of 	

	<p>parents/carers.</p> <ul style="list-style-type: none"> • Experience of self evaluation. • Experience of delivering bespoke training. 	
Skills and Abilities continued	<ul style="list-style-type: none"> • Excellent people skills – motivating, nurturing and challenging pupils and adults to achieve their best. • ICT skills for teaching, keeping effective records, producing reports and action plans, and letters in a professional manner. • Ability to write reports and analyse data. • Ability to manage a demanding timetable and manage your own time effectively whilst working under pressure. • Ability to work collaboratively with other professionals to reach positive outcomes for children and young people. • Ability to assess pupils referred for formal assessment or re-direct as appropriate as part of multi-agency approach. • Strong commitment to a holistic multi-agency approach. 	
Professional Ethos and Commitment	<ul style="list-style-type: none"> • High expectations for self and others and a strong commitment to inclusive practice. • Commitment to work collaboratively with parents / carers and foster those links in settings. • Maintenance of integrity and confidentiality within and beyond the Service. • Commitment to supporting the vision, values and ethos of schools. 	
Other	<ul style="list-style-type: none"> • Professional, flexible, adaptable. • Clean driving licence as use of own vehicle will be required to visit settings. • Highly motivated and confident team player who is able to lead by example. • Good sense of humour and positive personality, able to think on your feet. 	