

SENDCo and LAC Teacher at Jewell Academy

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Professional Development		
<ul style="list-style-type: none"> • Qualified teacher or successful completion of ITT • Degree or relevant professional qualification • Evidence of relevant continuous professional development • Evidence of specialist qualification in SEN, ASD or other areas 	Yes Yes	Yes Yes
Experience		
<ul style="list-style-type: none"> · Key Stage 1 and 2 age range curriculum experience · Y6 experience · Using a range of teaching strategies · Ability to use IT and other new technologies to raise standards and motivate learners · Successful parental liaison · Managing behaviour for effective learning · Making effective use of Assessment for Learning strategies · Using data and assessment information to inform planning · Being a reflective practitioner 	Yes Yes Yes Yes Yes Yes Yes	Yes Yes
Knowledge		
Have a sound understanding of : <ul style="list-style-type: none"> · Current educational developments and their impact on learning · Assessment, recording and reporting and its use in accelerating pupil progress · How to make effective use of performance data and other evidence to support, monitor, evaluate and track improvements in pupil's learning · Effective Safeguarding practices 	Yes Yes Yes	Yes
Qualities and Aptitudes		
<ul style="list-style-type: none"> · Possess integrity and is consistent, fair, open and honest · Treats all individuals with respect and maintains professional confidentiality · Confident, enthusiastic and excited by challenge and innovation · Passionate about teaching, learning and caring for all pupils · Approachable and positive · Able to be reflective and to recognise when own skills and experience need support to meet the needs of the school · Motivated and committed to making a difference to the lives of children 	Yes Yes Yes Yes Yes Yes	
Skills		
<ul style="list-style-type: none"> · Effective communication and interpersonal skills · Ability to maintain and develop good sensitive personal relationships with children, staff, governors, parents and the community · Ability to interpret data and use it to inform actions for maximising pupil progress 	Yes Yes	Yes

· Ability to lead and manage effective strategies for behaviour management	Yes	
· Ability to work collaboratively and as part of a team	Yes	
· Make an effective contribution to the inclusive school ethos	Yes	
· Ability to prioritise to meet deadlines	Yes	
· Be or strive to be, an outstanding classroom practitioner	Yes	

The aim of the personal specification is to indicate the general purpose and level of responsibility of the post. Please be aware that duties may vary from time to time without changing their character or general level of responsibility. Duties may be subject to periodic review by the Principal. This is an outline only and the post holder will be expected to undertake the duties commensurate within the range and grade of the post or any lesser duties as directed by the Principal.

Aspirations Academies

Aspirations is a successful and rapidly growing sponsor of primary and secondary academies in southern England and is committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they want for themselves in an ever changing world. We educate over 7,000 young people from ages 4 to 18.

Our academies are located within three geographical regions, or districts: West London, South Coast (Bournemouth, Poole and Dorset) and Banbury (Oxfordshire). We operate primary, junior, secondary and studio schools and one post-16 College.

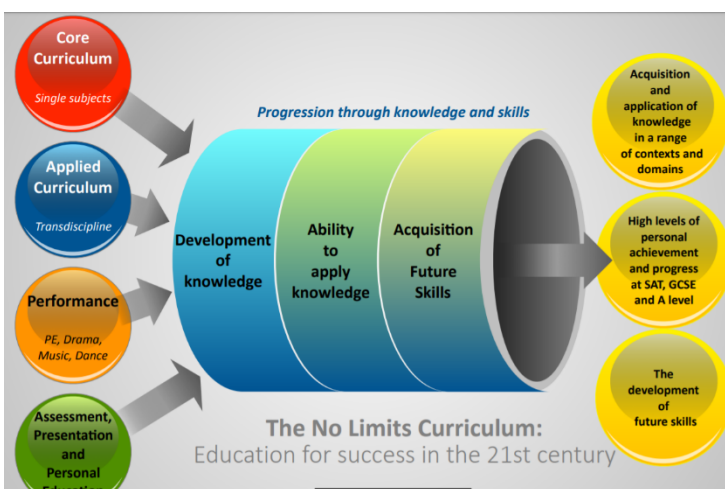
In 2020, we will open two all-through academies in partnership with Ian Livingstone OBE, a pioneer in the UK games industry and the Government's Creative Industries Champion.

The vision of Aspirations is that there is equality of opportunity for all and a recognition that as well as knowledge, students need to develop their ability and skills to apply and repurpose knowledge in order to survive in a rapidly changing world. In applying knowledge to real-world contexts and allowing young learners to take the lead in using this knowledge to find solutions and answers, learning is deepened. The ability to dream about the future while being inspired in the present to reach those dreams is paramount for all Aspirations learners.

The 'NO LIMITS' curriculum framework is based around INTENT, IMPLEMENTATION and IMPACT alongside the expectation that the curriculum in each academy additionally values ingenuity, creativity and risk-taking. Accelerated progress will come through the development of CORE and APPLIED learning whereby individual subject and trans-discipline learning will unify knowledge, skill development and application. The drivers for change are encompassed in the Guiding Principles of Self – Worth, Engagement and Purpose. Our children need to be engaged in their learning, understand the purpose and subsequently have a high level of self-worth that will be resilient throughout their school life and beyond.

The Aspirations Academies Trust considers that its beliefs and principles are applicable and effective with students from age 3 to 18. Each stage of a child's education is extremely important - pre-school, primary and secondary - and should, where possible be coherent across the phases of education in the practice of developing the principles, beliefs and aims of Aspirations. For this reason, we support primary, secondary and, where possible, all through (Ages 3-18) academies.

At whatever stage a child joins an Aspirations Academy, the aim is to provide each individual child with the best possible life chance. This is done through the achievement of the highest level of qualifications, the development of skills essential to success in an interconnected and highly competitive world, as well as encouraging the highest aspirations, expecting every student to gain a place at university or enter skilled employment.



CONTACT

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Safe Recruitment Procedure

Aspirations and Jewell Academy Bournemouth are committed to safeguarding and promoting the welfare of all children, young people and staff. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Shortlisting

Where necessary, candidates will be asked to address any discrepancies, anomalies or gaps in their application form. Only those candidates meeting the relevant criteria indicated in the personal specification will be taken forward from application. Observations for longlisted candidates may take place before a shortlist is drawn up.

Interview

Those shortlisted will then take part in an interview with questions relating to the job description and person specification. There may also be a presentation and specific tasks relevant to the role. Candidates will be asked to plan (prior to interview) and teach a lesson in school.

Reference checking

At least two references will be requested, normally from the previous and current employers. These may be contacted before the interview and in all cases before an offer of appointment is confirmed.

If you have any further questions, please do not hesitate to ask. Good Luck!