

Anfield School
Anfield International Kindergarten
Anfield St. Bosco Koon Ying School
Anfield International Kindergarten & Nursery
Person Specification - Inclusion Support Coordinator



		Essential (E) or Desirable (D)	How assessed (A / I / C / R)
Qualifications & Education:	<ul style="list-style-type: none"> QTS Successful teaching experience in a primary / early years school Qualification related to the role of Inclusion Support Coordinator (or working towards) Evidence of Continuing Professional Development relevant to the ISC role 	E	A / C
	<ul style="list-style-type: none"> National Award for SENCo 	D	A / C
Experience	<ul style="list-style-type: none"> Experience and proven track record in co-ordinating SEN provision, including the effective delivery and monitoring of quality interventions. Experience in working as part of an additional needs and learning support team Experience of effective deployment of staff or resources Experience in managing a team Experience in working effectively as a member of the Middle Leadership Team. Experience of working with external providers to enhance curriculum delivery and pastoral care for students Experience of introducing new initiatives and/or of managing change 	E	A / I / R
Knowledge and Understanding	<ul style="list-style-type: none"> Knowledge and understanding of national and regional education issues relating to provision for students with varying learning needs Understanding of effective teaching and learning strategies including behaviour for learning Has the knowledge and understanding of current and national issues in relation to student development, student progress and raising achievement at Early Years, KS1 and KS2. Good understanding of best practice and current educational thinking 	E	A / I / R

Knowledge and Understanding	<ul style="list-style-type: none"> ▪ Knowledge and experience of school improvement planning ▪ Knowledge and experience of monitoring, evaluation and review processes ▪ Understanding of how to track student achievement using data and of intervention strategies to raise achievement ▪ Understanding and experience of the use of alternative communication aids ▪ Can use technology effectively to support learning ▪ Use of technology for their role e.g. video conferencing, google drive etc. 	E	A / I / R
Motivation and Social Skills:	<ul style="list-style-type: none"> ▪ Vision to develop Inclusion Support Coordinator role within a high achieving school ▪ Ability to motivate, lead and support staff and students ▪ Excellent communication and inter-personal skills ▪ Ability to analyse problems, reach considered judgements, resolve issues and delegate effectively ▪ Personal organisation and time management skills ▪ Ability to communicate effectively, both orally and in writing with a range of audiences ▪ Commitment to, and understanding of, equal opportunities ▪ Proven ability to take initiative and assume responsibility 	E	A / I / R
Personal Attributes	<ul style="list-style-type: none"> ▪ Dynamic nature with innovative ideas and a passion for teaching and learning ▪ The highest levels of personal and professional integrity ▪ Energy and drive ▪ Ability to motivate self and others ▪ A commitment to raising the aspirations of the whole school community 	E	I / R
Planning, Teaching and Class Management	<ul style="list-style-type: none"> ▪ Demonstrates clear strategic thinking on how to support students with identified needs to make progress ▪ Plans teaching and personalisation to achieve progression in students' learning ▪ Makes effective use of assessment information on students' attainment 	E	I / R
Monitoring, Evaluation and Review Accountability	<ul style="list-style-type: none"> ▪ Has the skills and aptitude to lead and manage teams and be accountable for outcomes within SMT ▪ Is able to monitor student and staff performance ▪ Is able to evaluate and review progress and evaluate change 	E	I / R

Other Professional Requirements:	<ul style="list-style-type: none"> ▪ A commitment to, and understanding of, the wider aspects of student development, including English as an Additional Language ▪ Has the ability to plan and lead on whole school initiatives ▪ Has the ability to work with parents, external agencies and the wider community ▪ Is flexible, able to work under pressure and meet deadlines ▪ To comply with the School's Health & Safety policies ▪ Motivation to work with children ▪ To consistently deliver good and outstanding practice. ▪ To support, develop and maintain good practice across the teaching team through the modelling of good practice and coaching with regard to inclusion and additional needs. ▪ Ability to form and maintain appropriate relationships and personal boundaries with children ▪ Emotional resilience in working with challenging behaviours and attitudes (firm, sensitive and effective approach) to use of authority and maintaining discipline ▪ Suitability to work with children ▪ The post holder may be required to work outside of normal school hours on occasion, with due notice ▪ To undergo an enhanced DBS check in UK/ overseas equivalent and the Sexual Conviction Record Check (SCRC) on arrival in Hong Kong 	E	I / R
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- * ***Indicate how skill will be assessed either application form (A), certificates (C), at interview (I) or reference (R).***
- * ***Issues arising from reference will be taken up at interview; all appointments are subject to satisfactory references.***