



		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.*