

Person Specification - Class Teacher

	Essential Criteria	Desirable Criteria
Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status 	<ul style="list-style-type: none"> Additional accreditation/qualifications in teaching pupils with SEND
Professional attributes	<ul style="list-style-type: none"> Strong commitment to school values and ethos Positive, professional role model with high expectations for self and others Enthusiastic, creative and curious Reliable and hard working Participates in and contributes to school improvement Active contribution to and implements school policies and procedures Establishes professional supportive relationships with parents/carers, other professionals and colleagues Willingness to assist and participate in the wider aspects of school life 	<ul style="list-style-type: none"> Experience of working in partnership with parents and multi-agency professionals Evidence of impact from continued professional development
Professional knowledge and understanding	<ul style="list-style-type: none"> Exemplary classroom practitioner Detailed knowledge of suitable teaching and learning strategies for pupils with SEND Ensures curriculum coverage, continuity and progression in the curriculum, for all pupils Understands how pupils' learning is affected by their physical, intellectual, emotional and social development Uses a range of different delivery styles to meet the needs of the learners Successfully delivers inclusive practice to ensure equal opportunities for all Uses assessment effectively to set clear targets for pupil achievement and to inform future learning Has led off-site educational activities to support and enrich learning 	<ul style="list-style-type: none"> Knowledge of SEND requirements and practice Teaching experience in SEND including ASD, PMLD, SLD and CCLD Knowledge of child development Experience of a total communication approach Experience of implementing the principles and practices in positive behaviour support Experience of participating in curriculum development Experience of leading and managing a subject/curriculum area
Professional skills	<ul style="list-style-type: none"> Works well in a team Readiness to identify and respond to new challenges Able to line manage teaching assistants and to involve them in the planning and assessment of pupils' learning Selects teaching materials appropriately and makes good use of resources Creates an effective and stimulating learning environment Secures a good standard of behaviour in the classroom by establishing appropriate rules and high expectations of behaviour within the context of the school's positive behaviour policy Confident ICT user Knows how to present reports and information to parents/carers Ensures that the learning environment is safe and that risks are adequately assessed 	<ul style="list-style-type: none"> Experience of managing support staff in a special school or mainstream school context Experience of supporting professional development of other staff Experience of resource allocation and budget management