



## Person Specification - Teacher

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