

## Person Specification

Selection Criteria		Essential / Desirable
<b>Education &amp; Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teaching Status qualification</li> <li>• Currently engaged with/ achieved post QTS qualification</li> </ul>	E D
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience teaching pupils who have severe learning, difficulties and autism.</li> <li>• Experience working with a multi-professional team including therapy team</li> <li>• Safeguarding pupils and ensuring their well being</li> <li>• Of composing / following care and risk assessment plans to ensure the safety of pupils.</li> <li>• Teaching experience in EYFS stages</li> <li>• Development of Learning and Teaching to ensure a child centred approach that promotes achievement and purposeful learning for all pupils in a happy and caring environment.</li> <li>• Experience or knowledge of positive behaviour strategies for dealing with pupils who may display challenging behaviour</li> <li>• Able to lead a classroom team and deploy classroom assistants to support pupil learning</li> </ul>	D E E E D E E E
<b>Strategic Direction &amp; Development of the School</b>	<ul style="list-style-type: none"> <li>• Positive attitude to school development and able to contribute own ideas and solutions to issues.</li> <li>• Participate in the school's Performance Management review cycle</li> <li>• Knowledge and understanding of educational developments and their implications in SEN schools</li> </ul>	E E D
<b>Teaching &amp; Learning / Curriculum &amp; Assessment</b>	<ul style="list-style-type: none"> <li>• Evidence of outstanding or at least consistently good teaching</li> <li>• Provide ongoing assessments of individual pupils through the setting of Individual learning goals and Individual Care Plans</li> <li>• Experience of curriculum development and curriculum modification for pupils with special educational needs- ensure you provide a broad, balanced and relevant curriculum that is modified and differentiated to meet the needs of pupils within the class group</li> <li>• Familiar with a range of assessment methods as a basis for planning programmes for progress</li> <li>• Knowledge and experience of measuring young pupils development and strategies to raise pupil achievement</li> <li>• A commitment to sound equal opportunities practice and inclusion</li> <li>• Ability to evidence and value lateral and linear progression to demonstrate outcomes of the 'whole pupil'</li> </ul>	E D D E E E E

