

Hinderton School Class Teacher Person Specification

| Training & Qualifications | |
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| Essential | Desirable |
| <p>Qualified Teacher Status</p> <p>English and Mathematics GCSE at Grade 4 or equivalent</p> | <p>Experience in an SEN setting</p> <p>Experience in an autism-specific special school environment</p> <p>Experience of Primary and or EYFS</p> |
| Evidence of continuing and recent professional development relevant to the post. | Evidence of training in SEND |
| An interest in autism and evidence of reading and research into best practice in terms of autism education | <p>Qualifications in teaching children with autism</p> <p>Evidence of training and or wider reading around autism and or social communication</p> |
| Understanding of equality of opportunity issues and how they can be effectively addressed in schools. | |
| Excellent IT skills and confidence in teaching and communication in a variety of media and online | Experience and Skill using Google Workspace (Google Apps for Education) |
| Understanding of a diverse range of teaching and learning styles and techniques, and the ability to adapt your teaching to suit the changing needs of your class. | |
| Knowledge and understanding | |
| The knowledge and understanding of current theory and best practice in learning and teaching. | Evidence of postgraduate study in Education |
| Good understanding of effective procedures for managing and promoting positive behaviour among pupils. | <p>An understanding of Positive Behaviour Support Principles</p> <p>A qualification or experience in the practical application of Positive Behaviour Support principles</p> <p>Team Teach trained (or equivalent qualification)</p> |

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| Willingness to train and participate in applied physical Behaviour management (Team Teach) in line with school policy. | |
| Secure understanding of how children learn mathematics, including children's mathematical development, and effective mathematical pedagogy. | Knowledge and experience of the Maths Mastery approach to the teaching of Mathematics |
| Secure understanding of the teaching of synthetic phonics and a structured approach to the teaching of early reading. | Knowledge and experience of the Ruth Miskin 'Read Write Inc' programme |
| Personal and Professional qualities | |
| Ability to articulate and promote the school's aims positively and clearly. | |
| Actively demonstrates dependability and understands the importance of a consistently high attendance record. Demonstrates exemplary timekeeping and personal organisation skills to ensure set deadlines are met. | |
| To be able to make learning fun, motivating and memorable for the pupils in your class and to share your enthusiasm for learning with your team. | |
| Ability to develop good personal relationships within a team; making an effective contribution to high morale. | |
| To be organised, tidy and efficient in running an efficient classroom. | Experience in leading a class in a special school setting |
| To be calm, resilient and positive in the face of challenges and adversity. | |
| To be patient, persistent and conscientious over the long term in supporting the needs of pupils in your class. | |
| To be a respectful and thoughtful team leader, seeking to establish a collaborative and mutually | Experience as an effective member of a team in a special school setting |

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| supportive class team with your Teaching Assistant colleagues. | Experience leading a team |
| To be a reflective and self-aware practitioner, willing to ask colleagues for help, to be flexible and adapt and change approach when needed. | |
| Ability to communicate effectively and professionally (both orally and in writing) to a variety of audiences, online and in person | Skill and experience in the delivery of content online |
| Ability to create a happy, challenging and effective learning environment for pupils and staff. | |
| Boundless optimism, enthusiasm, determination and drive to inspire others to achieve high standards | |
| A positive and personable nature to build effective relationships with parents, governors and all members of the school community | Experience of working with families |
| A lively, creative and good-humoured approach to all aspects of teaching, management and team leadership | |

When completing the supporting statement applicants should address each of the selection criteria with clear evidence of success.