Delamere School

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Delamere Class Teacher – Person Specification

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| **Attributes** | **Essential** | **Desirable** | **Application** | **Lesson Observation** | **interview** |
| **Qualifications and Further Training** | * DFES Qualified teacher status * Evidence of continuing professional development or further professional study | * Postgraduate/Masters SEND courses |  |  |  |
| **Experience** | * Successful teaching experience with primary and or primary pupils with learning difficulties. * To have a basic understanding of behaviour management * Team Teach trained or willingness to train * To have a basic understanding of Moving and Handling * Trained in Moving and Handling or willingness to train * Judged to be a consistently good or outstanding teacher | * Evidence of sustained participation in INSET, especially in SEN programmes or similar. * Knowledge of alternative / visual communication systems. * Ability to pick up new skills quickly – evidence of flexibility in previous positions. |  |  |  |
| **Professional Understanding, Knowledge and skills** | * Understanding AfL including differentiated target setting * Experience of adapting the National Curriculum to meet the needs of pupils with a range of SEN relevant to the age range of the school including assessment recording and reporting * Experience of creating and maintaining effective partnerships with parents / carers to support pupil’s learning | * The ability to maintain effective relationships with the Governing Body, PTA, the Local Authority and other support agencies. * Commitment to multi-agency teamwork and an understanding of its contribution to children’s learning. |  |  |  |
| **Specific Knowledge Understanding and skills** | * Thorough knowledge of current educational issues including 2012 Teaching Standards and SEND Code of Practice January 2015 * An understanding and awareness of a variety of teaching methodologies for supporting pupils with learning difficulties | * Possible interest in Maths as a specialist subject. * Experience and knowledge of Early Years Curriculum and pedagogy. |  |  | ✓ |
| **Teaching and Learning** | * Practical understanding of effective teaching and evaluation strategies for pupils with SEN * Successful and sustained teaching experience across relevant Key Stages * Ability to manage pupil behaviour effectively * Knowledge and understanding of the relevant curriculum requirements * Ability to formulate, monitor, evaluate and review plans. * Understanding of the role of assessment in children’s learning. | * Experience of monitoring and evaluating teaching * Experience of planning a curriculum area relevant to the needs of pupils at Delamere * Experience of having involved the school community to enhance pupil’s learning |  |  |  |
| **Leadership and Management** | * Able to lead a team and provide clear direction, leading by example * Aspirational for ALL children ALL of the time. * Able to manage a class effectively * Able to motivate pupils and staff, setting high standards and provide a focus for improvement * Personal commitment to continuous school improvement and reflective practice. | * Able to lead curriculum or aspect development * Good analytical skills and the ability to use pupil progress and attainment data to raise standards. |  |  |  |
| **Professional values, qualities and skills** | * Able to establish and develop good relationships with all involved in the school * Able to work effectively as a team member * Ability to communicate effectively in writing and orally. * Competent in the use of ICT * Flexible and approachable * Resilient under pressure * Able to deal sensitively with people and resolve conflicts * Commitment to equality of opportunity. * Commitment to safeguarding. * Ability to critically analyse own performance and engage in constructive critical dialogue. * Promote a positive image of the school. | * Bring personal interests and enthusiasms to the school community * Willingness to work in a variety of environments linked with school e.g. Splash/Hydrotherapy pool, trampoline (following training), driving the school minibus. * Willingness to work in different departments within the school * Positive and energetic approach to work |  |  |  |
| **Personal Qualities** | * Emotional Resilience * Effective interpersonal, communication and presentation skills. * A good health and attendance record. * Commitment to work life balance. * Flexible, positive and proactive outlook. | * Commitment to personal development and reflective practises. * Commitment to creating links with the local community and raising the profile of children with disabilities. |  |  |  |