**Note to applicants**

You should provide a high quality, concise letter of application which addresses the following criteria. To be short-listed, candidates will initially be judged on how well they address the criteria listed as essential. Desirable criteria will be taken into account if there are a large number of applicants.

The end column indicates how the criteria will be identified: Application Form (A), Letter of Application (L), Interview (I) and /or References (R)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Essential** | **Desirable** | **How identified** |
| **Relevant Experience** | | | | |
| 1.1 | Effective teaching experience working with pupils with Special Educational Needs and Disabilities in a school setting |  |  | L/I/R |
| 1.2 | Experience working with students with SLD/Complex Needs |  |  | L/I |
| 1.3 | Deep understanding of Teaching and Learning and an ability to demonstrate excellent primary practice |  |  | L/I/R |
| **Education and Training** | | | | |
| 2.1 | Qualified teacher status |  |  | A |
| 2.2 | Evidence of CPD with particular reference to SEND |  |  | A |
| 2.3 | An understanding of the latest developments in education and child development |  |  | A/L |
| 2.4 | Evidence of regular and relevant professional development |  |  | A/L |
| **Knowledge and Skills** | | | | |
| 3.1 | The ability to work in close co-operation as part of a multi-agency staff team |  |  | L/I |
| 3.2 | The drive, independence and problem-solving skills in order to provide the best outcomes for all pupils in this new role |  |  | L/I/R |
| 3.3 | Knowledge and experience of how to provide individual and differentiated broad and balanced curricula for groups of pupils with complex needs |  |  | L/I/R |
| 3.4 | The ability to liaise and work positively with parents and carers |  |  | L/I |
| 3.5 | Knowledge and understanding of positive classroom behaviour management principles and practice |  |  | L/I/R |
| 3.6 | An understanding of the Early Years, KS1 and KS2 curricula |  |  | L/I/R |
| 3.7 | The ability to utilise ICT for teaching, planning and recording |  |  | L/I |
| 3.8 | Excellent classroom management and teaching skills including the ability to organise and implement structured and timely intervention |  |  | L/I/R |
| 3.9 | Good communication skills – written, oral and listening |  |  | L/I |
| 3.10 | Knowledge of the Annual Review process and all other SEND-related paperwork |  |  | L/I |
| **Additional Factors** | | | | |
| 4.1 | A commitment to develop and enhance the Christian character of the school |  |  | L/I |
| 4.2 | Good organisational skills |  |  | I |
| 4.3 | Energy, enthusiasm and patience |  |  | L/I/R |
| 4.4 | A record of good attendance |  |  | A/R |
| 4.5 | Motivated and innovative with a commitment to equal opportunities and the inclusion of pupils with SEND |  |  | L/I |
| 4.6 | Understanding of when and how to seek advice and support |  |  | L/I |
| **Safeguarding Children** | | | | |
| 5.1 | Knowledge, understanding, experience of and commitment to Child Protection, safer recruitment and safeguarding policies and procedures |  |  | L/I/R |
| 5.2 | Ability to form and maintain appropriate relationships and personal boundaries with pupils |  |  | L/R |
| 5.3 | Willingness to undertake an enhanced Disclosure and Barring Service check. **Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.** |  |  | A |