



Galley Common Infant School Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher status • Has achieved the SENDCo Award or willingness to carry out the SENDCo award. 	<ul style="list-style-type: none"> • Evidence of recent further study and/or broad in-service training
Experience	<ul style="list-style-type: none"> • Recent teaching of Key Stage 1/ Early Years children • Working knowledge of the SEND Code of Practice • Working successfully with SEND children in a mainstream setting • Knowledge of up to date developments in SEND • Experience of working with parents to support student progress • Supporting and training staff to support children's progress • Knowledge of learning differences and strategies 	<ul style="list-style-type: none"> • Experience of teaching in the Primary age range
Application	<ul style="list-style-type: none"> • Well-constructed application showing evidence of clear thinking about the role of the Foundation Stage and Key Stage 1 class teacher • A reflection on SEND experience and understanding of the requirements of the role 	
Curriculum	<ul style="list-style-type: none"> • Up to date knowledge of the Early Years and/or Key Stage 1 Curriculum/ Standards and Expectations • Ability to provide a well ordered and stimulating learning environment • Proven experience of using "assessment for learning" and "assessment of learning" strategies to enhance pupil progress • Experience of planning and teaching through a thematic and cross curricular approach • An interest / strength in a curriculum area. • Evidence of teaching consistently good or outstanding lessons 	<ul style="list-style-type: none"> • Experience of tracking progress and identifying and addressing underachievement • Proven record of leading aspects of teaching and learning • Experience of moderation
Children	<ul style="list-style-type: none"> • Evidence that the candidate is aware of the diverse needs of children and has strategies to cater for them • Evidence of high expectations of children in their work, attitude and behaviour. • Experience of inclusion of children with SEN • Proven experience of managing SEN provision • The ability to work in collaboration with all stakeholders, including teaching staff, parents and outside agencies 	

Parents	<ul style="list-style-type: none"> • Recognition of the role of parents in their child's education • Experience of partnership work with parents 	<ul style="list-style-type: none"> • Trained in the Early Help process
Relationships	<ul style="list-style-type: none"> • Ability to form good working relationships with colleagues, parents and Governors • Calm, fair and firm in dealing with children • Evidence of collaborative work/planning with other teachers • Awareness of the role of support staff in the classroom • Evidence of successful working relationships with classroom support staff 	<ul style="list-style-type: none"> • Experience of working in a team-teaching situation • Evidence of inspiring team members to work towards a common purpose and/ or intended outcome • Skills in co-coaching – supporting others to develop practice • Experience of performance managing staff
Personal qualities	<ul style="list-style-type: none"> • Good health record • Evidence of enthusiasm, commitment and flexibility • Sense of humour • Ability to reflect and develop own practice • Passionate about School Improvement 	<ul style="list-style-type: none"> • Evidence of wider talents and/or expertise which would enhance the school's curriculum
Safeguarding	<ul style="list-style-type: none"> • A thorough understanding of up-to-date safeguarding requirements and best practice • A commitment to safeguarding and promoting the welfare of children and young people 	<ul style="list-style-type: none"> • DSL trained