

**Palatine Primary School**

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| **Person Specification: Class Teacher** | | |
|  | **Essential Criteria** | **Desirable Criteria** |
| Qualifications and Career Development | * Qualified teacher status * Evidence of further professional development in issues related to special education needs and learning disabilities | * An additional qualification relating to SEN eg VI, SPLD or ASD * A Post graduate level qualification in special needs |
| Teaching and Learning | * Successful classroom practitioner who can demonstrate consistently good/ outstanding practice. * Knowledge and experience of successfully teaching pupils with learning difficulties, autism and communication difficulties. * Ability to ensure curriculum coverage continuity and progression in the curriculum, for all pupils. * Ability to plan suitable learning activities to engage and motivate a range of pupils. * Experience of the delivery of the national curriculum as applied to pupils with SEN and its assessment tools. * Ability to write targets for pupils that are realistic, achievable and measurable. * Skilled at assessing pupils learning effectively – closely monitoring progress and using this to plan the next steps in learning. * Knowledge of commonly used resources to support pupils with a range of special educational needs * Able to use a range of augmented communication e.g. signing, intensive interaction, communication aids, objects of reference * Experience working with a multi professional team including speech and language therapists and physiotherapists * Experience of working with children with a range of SEN * An ability to be able to plan, teach and support pupils within the 4 areas of need (cognition and learning, communication, Sensory and physical, and Social, emotional and mental health) | * Teaching experience of pupils with SLD, PMLD/MSI, ASD, MLD or SEMH. * Additional training in a specialist area such as TEACCH, PECS, signing or multi-sensory approaches. * Knowledge and/ or experience of working with specialist SEN curriculums/ assessment frameworks such as ImPACTS / Trauma informed schools work. * Knowledge of Government Policies regarding Safeguarding and Health and Safety. * Experience of planning in a thematic unit using creative approaches to engage pupils |
| Classroom Management and Pupil Welfare | * Ability to implement effective behaviour management and strategies. * Up to date and thorough knowledge of keeping children safe in education policies and the responsibilities of the teacher to uphold this * Ability to risk assess, maintain safe environments, follow policy * Ability to teach children about keeping safe * Ability to build positive relationships with pupils and use strategies that build their social, emotional and mental health skills and wellbeing. * Experience of supporting families through attending meetings such as Annual Reviews as well as Social Welfare meetings as required. | * A knowledge/ experience of trauma informed schools, attachment theory and therapy inspired approaches to support pupils within trauma. * Additional training in leading and supporting safeguarding in schools such as DSL training * Additional training in leading and supporting behaviour in schools such as team teach or other similar behaviour systems * Additional training in leading and supporting parental and family engagement in schools such as Triple P. |
| Leading and Managing Staff | * Ability to manage, direct and motivate a team of teaching assistants to maximise their impact on learning. * Ability to maintain existing resources and to plan for opportunities for further development. * Ability to use accommodation to create an effective and stimulating environment. Experience of ensuring that the learning environment is safe and that risks are adequately assessed and managed. | * Experience of delivering in-service training. Experience in the performance management of staff including coaching as required. * Experience of supporting professional development of other staff. |
| Personal Qualities | * Excellent communication and interpersonal skills * Confident ICT skills * Demonstrate high professional values and conduct * Team Player * Aims for excellence * Open minded and creative * Able to motivate others * A reflective practitioner * Sensitive to the needs of children and ability to provide support where necessary * Resilience in managing challenging situations and the ability to be able to cope with working with children with complex needs including medical needs. * Ability to work in partnership with families, the Governing Body and outside agencies | * Interests outside school * A sense of humour |