

**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
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| 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
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| 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.
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| 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.
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| 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
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