Orchardside School (AP)

Person Specification for Classroom teacher with Dept. Lead Pastoral responsibilities

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| Criteria  | Essential  | Desirable  |
| Education |  |  |
| Educated to degree standard |  | D |
| Qualified teacher status  | E  |  |
| Additional qualifications, expertise or study in an area that supports the work of Orchardside School. |  | D  |
| Skills and knowledge: |  |  |
| Ability to be able to develop curriculum plans, for all learners, across KS3 and KS4, in line with the National Curriculum requirements / Exam board requirements | E  |  |
| Ability to plan and consistently deliver high quality, stimulating and engaging lessons for learners with differentiated learning activities to meet the needs of all learners | E |  |
| Ability to, and proven record of, raising students achievement and progress, including: attendance, engagement for learning, interventions to improve outcomes and challenge and support others where there are concerns  | E |  |
| Ability to, and proven experience of, dealing effectively with challenging behaviour, to be able to diffuse and de escalate to achieve successful outcomes and challenge and support others where there are concerns  | E |  |
| Proven ability to be able to communicate effectively and engage with disaffected students to motivate and enable them to reach their potential. | E |  |
| Be able to communicate clearly and effectively both in oral and written formats. | E |  |
| Be able to use ICT effectively within lessons to promote engagement with learning and to be able to record and present data and reports  | E |  |
| Ability to be able to work under pressure, meet deadlines , deal with change and challenge and remain calm and resilient  | E |  |
| Can work effectively on own initiative, unsupervised and manage time efficiently | E |  |
| Can work collaboratively as part of a team | E |  |
| Experience  |  |  |
| Two years as a teacher in a mainstream or Special School | E |  |
| Experience of working with students who have complex and challenging needs and their families  |  | D |
| Experience of leading whole school activities / initiatives  |  | D |
| Experience of working with a range of outside agencies, chairing meetings and supporting staff with implementing strategies agreed  | E |  |
| Commitment to inclusion  |  |  |
| Demonstrate your commitment to inclusion and acceptance of all people regardless of race, culture, gender, religion  | E |  |
| Have an understanding of the principles of and commitment to the promotion of equality of access and opportunity for both students and their families and staff, to overcome barriers to equality and practices which are counter to it. | E |  |
| Safeguarding and safety |  |  |
| Demonstrate a clear understanding of roles and responsibilities of duty of care and safeguarding  | E |  |
| Demonstrate a clear understanding of roles and responsibilities with regard to safe working practices | E |  |
| Professional standards  | E |  |
| Have a proven record of meeting professional standards and being an outstanding role model at all times | E |  |