**PERSON SPECIFICATION**

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| **Post Title:**  **Class Teacher**  | **Director/Service/Sector: Children’s Services** | Ref: |
| **Essential** | **Desirable** | **Assess by:** |
| **Experience and Qualifications** |
| * Qualified Teacher Status
* Graduate status
* Recent experience of teaching and supporting children with significant SEN in either mainstream, resource or specialist school settings
 | DfE recognised qualification in SENKnowledge of specific conditions e.g. autism, ADHD, communication difficulties | 1. (r)
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| **Professional Knowledge and Understanding, Skills and Attributes** |
| * An understanding of the characteristics of an effective specialist school
* Specific evidence of successful classroom teaching, including a commitment and thorough understanding of personalised learning and transition within and beyond school.
* Evidence of an ability to create an exciting and well organized learning environment
* High standards and expectations of self and students
* The ability to prioritise own time, work under pressure and to set and meet deadlines with a sense of balance and perspective
* The ability to work as part of a member of a team
* Experience of using positive behaviour management strategies
* Effective administrative and organisational skills
* An excellent knowledge of ICT for teaching and administration
* The ability to deploy additional adults effectively
* An understanding of and commitment to, multi-agency working
* A commitment to and experience of developing effective partnerships with parents and carers
 | Experience in working with children with speech, language and communication difficultiesExperience in working with children with social, emotional and mental health difficultiesExperience in providing extended curricular opportunities Experience of effective partnership working | 1. (i) (r)
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| **Personal Skills and Attributes** |
| * Leadership skills – Ability to influence others by the presentation of ideas and to accept the good ideas from others
* Decision making skills – the ability to investigate, solve problems and make decisions
* Communication skills (both orally and in writing) – the ability to make points clearly and understand the views of all others, including colleagues and parents
* Caring, empathetic and sensitive to our children’s needs
* Personal resilience and the ability to support others
* Ability to initiate and develop new ideas
* Personal impact, self-confidence and presence
* Energy, determination and perseverance
* An enthusiasm and commitment for the involvement with pupils, staff and Governors Reliability and integrity
 | Experience of delivering relevant training to whole school staff and or staff teams. | (r) |
| **Additional** |
| Professional commitment FlexibilityConfidenceSense of humourResilience  |  |  |

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits