****

 **Stockport Council**

**Generic Competency Person Specification**

**Job Title**: Teacher

**Directorate**:  **- Windlehurst School**

# **Candidate Name:**

# 

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Attributes** | **Competency** | **SCORE** | | | | **Essential or Desirable** | **Selection method**  **A=Application**  **I=Interview**  **T=Test** |
| **0** | **1** | **2** | **3** |
| **EXPERIENCE** | Minimum of 2 years teaching (including mainstream) |  |  |  |  | Desirable | A & I |
| Experience of co-ordinating a curriculum area or having an area of responsibility |  |  |  |  | Desirable | A & I |
| Experience of working in an SEMH setting including multi-agency working |  |  |  |  | Desirable | A & I |
| Recent experience of working in a secondary school department |  |  |  |  | Desirable | A & I |
| **TECHNICAL SKILLS** | Skills in the management of young people with challenging behaviours |  |  |  |  | Essential | A & I |
| Empathy with pupils who have problems and their families |  |  |  |  | Essential | A & I |
| Understanding of social inclusion issues and current SEMH pedagogy |  |  |  |  | Essential | A & I |
| Ability to offer new ideas, put them into practice and to monitor and evaluate their effectiveness |  |  |  |  | Essential | A & I |
| Knowledge of DCFS and local guidance in relation to young people in public care, exclusions SEN, Behaviour and Attendance |  |  |  |  | Desirable | A & I |
| Understanding of a range of learning opportunities and teaching styles that may re-engage disaffected young people |  |  |  |  | Desirable | A & I |
| **QUALIFICATION** | A degree or relevant professional qualification |  |  |  |  | Essential | A |
| QTS |  |  |  |  | Essential | A |
| Evidence of continuing professional development |  |  |  |  | Essential | A & I |
| “Team Teach” qualification |  |  |  |  | Desirable | A & I |
| Behaviour and Attendance / SEN qualification |  |  |  |  | Desirable | A & I |
| **Generic Competencies**  (Please see further guidelines below) | Ability to work under pressure and in a challenging environment |  |  |  |  | Essential | A & I |
| Ability to maintain strictest standards of confidentiality |  |  |  |  | Essential | A & I |
| Knowledge of DfE and local guidance in relation to safeguarding procedures. KCSiE |  |  |  |  | Essential | A & I |
| **ADDITIONAL FACTORS** | Understands and actively supports Stockport Councils diversity and equality policy. |  |  |  |  | Essential | A, I |
| To meet Stockport Council’s standard of attendance. |  |  |  |  | Essential | A, I |
| A willingness to be flexible in a changing environment |  |  |  |  | Essential | A, I |
| Willingness to support extra curricular activities |  |  |  |  | Essential | A, I |
| Car driver and use of car for work purposes |  |  |  |  | Essential | A, I |

**Competencies**

The main purpose of the above competencies is to define the standards of behaviour required by the organisation. All employees are expected to perform satisfactorily to the generic employee competencies which are reviewed as part of Council's Employee Performance and Development Review scheme for all employees.

|  |  |
| --- | --- |
| Competency | Definition |
| Communicating Effectively | * Communicate effectively face to face, by telephone or written word with a diverse range of people * Make effective use of new technology in communications contribution |
| Being customer focussed | * Provides excellent customer service * Develops and maintains positive working relationships with customers * Contributes to the continual improvement of services |
| Effective Team Working | * Develops and maintains positive working relationships with other team members * Develops positive working relationships with other teams both within and outside the organisation (e.g. “colleagues” in the voluntary sector or health service) * Contributes to the achievement of team goals |
| Personal Organisation and Effectiveness | * Achieves personal objectives on time and to the agreed standard whilst having consideration for the effect on others |
| Personal Development | * Take responsibility for the development and learning of self and others |
| Making the most of Information and Communications Technology | * Can operate all technology necessary for the job role |

An assessment is carried out by the employee and their manager. The results are discussed as part of the Personal Development Review meeting.