**Person Specification – Phase leader**

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| **Specification**  | **Essential** | **Desirable** |
| **Qualifications** |
| Degree or equivalent in a relevant subject area | Yes |  |
| Fully Accredited Qualified Teacher Status | Yes |  |
| Clearance through DBS enhanced checking and other eligibility checks in line with safer recruitment practices and procedures | Yes |  |
| Evidence of recent further professional development | Yes |  |
| **Experience** |
| Experience of working in a special needs setting/With SEN children |  | Yes |
| A record of proven high-quality teaching within Key Stages 1&/or2 | Yes |  |
| Planning, delivering and evaluating effective schemes of work | Yes |  |
| Planning and managing the work of teaching assistants |  | Yes |
| **Knowledge, Skills and Understanding** |
| An understanding of how to develop an engaging and appropriate curriculum for students with SEN |  | Yes |
| An understanding of child protection and the regulations around safeguarding children | Yes |  |
| The ability to develop and use a range of teaching strategies to meet the needs of students with SEN | Yes |  |
| The ability to challenge and support students to achieve challenging objectives | Yes |  |
| The ability to respond to changing needs of students in terms of scheme/lesson planning, task presentation, learning environment and behaviour management strategies | Yes |  |
| The ability to record and report student progress linking outcomes to objectives (using assessment for learning processes with students) | Yes |  |
| An understanding of Health and Safety requirements including Risk Assessment | Yes |  |
| **Personal Qualities** |
| Ability to reflect and develop your own practice with the commitment to ensure the development of your professional abilities | Yes |  |
| Good organisational skills and be reliable in fulfilling professional responsibilities | Yes |  |
| Possess professional confidence and the ability to work independently with a positive attitude | Yes |  |
| An effective communicator with students, parents and colleagues from a range of backgrounds | Yes |  |
| Desire and ability to work well as part of a team | Yes |  |
| Adaptability to changing circumstances and new ideas | Yes |  |
| Commitment to support students to achieve and develop | Yes |  |
| Enthusiastic and dedicated | Yes |  |
| A willingness to contribute to whole school initiatives and support Academy improvement priorities |  | Yes |
| A willingness to be involved in activities outside the curriculum |  | Yes |