

Person Specification

Post: Class Teacher

ESSENTIAL	DESIRABLE
Qualifications	
Qualified Teacher Status Evidence of continuous professional development and commitment to further training	
Experience	
Experience of teaching pupils with learning difficulties within Key Stages One/Two Experience of leading a subject with demonstrable impact upon pupil progress and standards Successful experience of training and supporting a wider group of staff	Experience in planning and managing the work of classroom assistants to lead, motivate and support staff Experience of working in partnership with parents
Knowledge, skills and abilities	
Ability to provide effectively for the individual learning needs of all the pupils in the class Ability to plan for and provide stimulating and challenging programmes of learning for all pupils in the class Proven skills in assessing, monitoring and evaluating pupil progress Proven skills in positively managing pupils' behaviour Ability to be flexible in response to pupils' learning needs and responses Demonstration of commitment, drive and enthusiasm in subject delivery To promote good standards of behaviour that reflect cultural and ethnic diversity Ability to work in partnership with parents in all issues relating to SRE Working knowledge of current national frameworks for education and special educational needs Knowledge and understanding of the National Curriculum, recent curriculum developments and the relevance and importance to pupils with learning difficulties Commitment to participating in whole school developments and training Ability to work collegially with colleagues, parents, governors, professionals and the wider community To communicate effectively both orally and in writing with pupils, parents, staff and governors Knowledge of specific approaches to working with children with learning difficulties and autism spectrum disorders such as TEACCH, intensive interaction, PECS etc. Ability to use a range of effective classroom and management strategies Ability to use ICT as an integral part of teaching	Knowledge of specific approaches to working with children with learning difficulties and autism spectrum disorders such as TEACCH, intensive interaction, PECS etc. Ability to delegate
Equality, inclusion and safeguarding issues	
Ability to integrate equality policies into service delivery Commitment to safeguarding	

Responsible for following the schools health & safety policy, practices and procedures Awareness of and commitment to confidentiality	
Personal Qualities	
Commitment and ability to supporting the activities of the Teaching School Excellent communication and interpersonal skills Ability to maintain a realistic work life balance to enable a healthy life style Possess good organisational skills and be reliable in fulfilling commitments Willingness to contribute to whole school initiatives High aspirations and a commitment to excellence for all Strong interpersonal skills with the ability to listen, persuade, negotiate and act as an effective member of a team Reliable and self-reliant Highly motivated Sets high personal standards and is able to challenge own work and the work of others	Willingness to contribute to whole school initiatives