

TEACHER – PERSON SPECIFICATION

The Person Specification is a picture of the skills, knowledge and experiences needed to carry out the job. It will be used in the shortlisting and interview process for this post.

REQUIREMENTS	ESSENTIAL	DESIRABLE
Qualifications and Career Development	<ul style="list-style-type: none"> • Qualified teacher status • Evidence of further professional development in issues related to special educational needs and learning disabilities 	<ul style="list-style-type: none"> • An additional qualification relating to SEN e.g. ASD, Dyslexia, sensory needs. • Skilled Early Years Practitioner • Hertfordshire Steps trained
Experience	<ul style="list-style-type: none"> • Minimum of 2 consecutive years in one Special School • Knowledge of commonly used resources to support pupils with a range of special educational needs • Able to use a range of augmented communication e.g., signing, intensive interaction, communication aids, objects of reference • Experience working with a multi professional team including speech and language therapists and physiotherapists. • Experience in EHCP annual review process. • Experience of writing Individual targets 	<ul style="list-style-type: none"> • Taught SEN in both mainstream and Special schools • Taught across Stages Reception/Nursery, KS1 & 2 • Experience of using a range of interventions • Experience in the use of sensory diets/circuits • Experience of safeguarding / supporting as member of safeguarding team
Personal Qualities	<ul style="list-style-type: none"> • Aims for excellence • Open minded 	<p>Interests outside school</p> <ul style="list-style-type: none"> • A sense of humour

	<ul style="list-style-type: none"> • Creative problem solver • Able to motivate others • A reflective practitioner • Child focused. • Resilient • Meets deadlines • Team player and leader • Ability to work in partnership with families, the Governing Body, staff, relevant agencies and the local community 	<ul style="list-style-type: none"> • Keen to continue learning
Leadership and Management	<ul style="list-style-type: none"> • High Expectations of pupil achievement and attainment • Knowledge of current legislation and developments in SEN education and the wider educational field • Ability to use ICT confidently • Effective communication skills both in writing and speech • Can motivate and encourage participation of children of differing abilities • Ability and desire to contribute to the wider life and ethos of the school 	<ul style="list-style-type: none"> • Leadership experience e.g. team, subject, key stage
Curriculum	<ul style="list-style-type: none"> • Proven ability in the implementation, modification, and development of a curriculum for pupils who have a range of learning difficulties 	<ul style="list-style-type: none"> • Experience of extra-curricular activities • A good understanding of positive approaches to behaviour management



	<ul style="list-style-type: none">• Knowledge and experience of using assessment approaches• An awareness of the importance of carrying out effective observation, assessment and record keeping, and ensuring that adequate records are kept of the individual children's progress, and that information is used as the basis for planning the curriculum	<ul style="list-style-type: none">• Up to date knowledge on effective curriculum practices and teaching pedagogy
Relationships	<ul style="list-style-type: none">• To have experience of and commitment to, home school links and the value of strong relationships for children and adults alike• Understands ethical issues in sharing information when working in partnership• Know how to build and sustain an effective Team• Know when to seek additional support and advise	<ul style="list-style-type: none">• Experience of working with local authority consultants and outside advisors/organisations