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| **Class Teacher** | | |
| **Attributes** | **Essential** | **Desirable** |
| **Qualifications & Training** | | |
| Education | Qualified teacher status.  A degree. | Postgraduate SEN courses. |
| Professional Development | Evidence of sustained participation in INSET, especially SEN. | Participated in wide range of SEN training and accreditation. |
| **Experience** |  |  |
| Teaching | Evidence of outstanding teaching and high expectations with respect to standards – meeting Ofsted criteria.  Experience of making the curriculum accessible and relevant.  Effective classroom practice with respect to behaviour management.  Knowledge and understanding of Special Educational Needs.  Have an appreciation of the role of the school in the social education of pupils and their preparation for independent living. | Experience of teaching a wide range of SEN pupils.  Use of data to monitor progress and analyse underachievement.  Experience of using interventions and other strategies to address underachievement. |
| Resources |  | Experience of managing resources. |
| **Knowledge and Understanding** | | |
| National Framework | Aware of OFSTED Criteria. | Awareness of current developments in Education and the implications of these, especially with respect to SEN. |
| Teaching and Learning | Practical understanding of effective teaching, high quality planning and evaluation and assessment strategies to ensure that all pupils make excellent progress. | Knowledge of a range of learning, sensory, physical and associated behavioural difficulties.  Training in behaviour management – Norfolk Steps. |
| Standards | Awareness of strategies to raise pupils achievement and manage behaviour.  Experience of how to set and monitor targets. | Understand characteristics of an effective school.  Involvement in school improvement work. |
| Parents and Community | Understanding the role which can be played by parents and the community in raising standards. |  |

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| **Attributes** | **Essential** | **Desirable** |
| **Skills** |  |  |
| Relationships | Able to establish and develop good relationships, and liaise effectively with all involved in the school.  Able to work as part of a team and accept corporate responsibility for decisions. | An ability to present key themes to staff, parents and groups of professionals. |
| Interpersonal and Communication Skills | Ability to communicate effectively in writing and orally.  Able to organise work to ensure consistency and high standards of practice, to prioritise completing demands and to meet deadlines. Able to exercise sound judgement to review decisions and acknowledge errors.  Competent in the use of ICT.  Be able to approach problems in a flexible way and adapt situations as they occur.  Positive and energetic approach to work.  Effective role model. |  |
| **Attitudes** |  |  |
| Staff development | Committed to improve and develop their understanding of special educational needs and their role within the special school setting. |  |
| Equal opportunities | Understanding of the need to promote positive role models.  Be able to identify with and support the values and aims of the school. |  |

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.