

Person Specification

This table lists the essential and desirable requirements needed in order to perform the job effectively.

Candidates will be shortlisted based on the extent to which they meet these requirements.

Essential: Requirements without which the job could not be done.

Desirable: Requirements that would enable the candidate to perform the job well.

Evidence: **A** = Application Form, **I** = Interview, **R** = Reference.

| | Essential | Desirable | Evidence |
|---|-----------|-----------|----------|
| Qualifications and Professional Development | | | |
| Degree | X | | AF/I |
| Qualified Teacher Status | X | | AF/I |
| Evidence of recent and relevant SEN qualifications/training | X | | AF/I |
| Evidence of continuous INSET and commitment to further professional development | X | X | AF/I |
| Experience | | | |
| Experience working across the primary age range | X | | AF/I |
| Experience of working with children with a range of SEN, including those with dyslexia and/or autism | X | | AF/I |
| Experience of using a range of teaching strategies designed to meet the educational needs of children with different learning difficulties | X | | AF/I |
| National Award for Special Educational Needs Co-ordination or to be attained within 3 years from date of appointment | X | | AF/I |
| Working closely with parents, Learning Support Assistants and other professionals | | X | AF/I |
| Professional Knowledge and Understanding | | | |
| Sound knowledge of the National and Early Years Curriculums | X | | I/R |
| Ability to plan, teach and assess effectively a range of pupils, including those working at p levels • A practical understanding of equal opportunities | X | | I/R |
| Secure subject knowledge, particularly of early literacy and numeracy | X | | I/R |
| Understanding of and ability to use teaching and learning strategies appropriate for Children with SEN | X | | I/R |

| | | | |
|--|---|---|--------|
| Understanding of and ability to use teaching and learning strategies appropriate for children with very specific needs such as those related to autism | X | | I/R |
| The statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEN and Child Protection | X | | I/R |
| The positive links necessary within school and with all its stakeholders | X | | I/R |
| The ability to communicate effectively in a verbal and written form to a range of audiences | X | | I/R |
| The Statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEN and Child Protection | X | | I/R |
| Sound knowledge of the National and Early Years Curriculums | X | | I/R |
| Ability to plan, teach and assess effectively a range of pupils, including those working at p levels • A practical understanding of equal opportunities | X | | I/R |
| Secure subject knowledge, particularly of early literacy and numeracy | X | | I/R |
| Personal Skills and Attributes | | | |
| A highly motivated, energetic and enthusiastic teacher who is approachable and promotes positive relationships | X | | AF/R/I |
| A proven track record as an excellent, creative teacher who motivates children | X | | AF/R/I |
| Able to relate well to children and share their interests and enthusiasms | X | | AF/R/I |
| Effective administrative and organisational skills | X | | AF/R/I |
| Ability to communicate orally and in writing to a wide range of audiences, including outside agencies | X | | AF/R/I |
| Ability to manage effectively pupil discipline and have a commitment to a high level of pastoral care, working knowledge of ICT for teaching and administrative purposes | X | | AF/R/I |
| Ability to cope with the pressures of a demanding management position | X | | AF/R/I |
| Develop strategies for community links | | X | AF/R/I |
| Contribute to specific curriculum area or areas | | X | AF/R/I |
| Commitment to providing an effective learning environment appropriate to the need and abilities of all pupils. | X | | AF/R/I |
| Commitment to the development and maintenance of positive partnerships between the school, parents and the community. | X | | AF/R/I |
| Able to work as part of a team | X | | AF/R/I |
| Passionate about Teaching and Learning | X | | I |
| Displays warmth, care and sensitivity in dealing with children | X | | I |

| | | | |
|--|----------|----------|------------|
| Open minded, self-evaluative and adaptable to changing circumstances and new ideas | X | | I |
| Able to enthuse and reflect upon experience | X | | I |
| Willingness to be involved in the wider life of the school | X | | I |
| Ability to prioritise | X | | I |
| Good interpersonal/communication skills | | X | I |
| Other | | | |
| The ability to communicate effectively in a verbal and written form to a range of audiences | X | | A/I |
| In addition the Class Teacher might also have knowledge and understanding of: The links between schools especially partner schools | | X | A |