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| Lillington Nursery & Primary School **SEND Classroom Teacher – Person Specification** | | |
|  | Essential | Desirable |
| Qualification | * Have qualified teacher status | * Post Graduate qualification in an area of SEND |
| Experience | * recent experience of teaching Key Stage One or Two in a mainstream school for at least three years * Evidence of successful teaching experience with vulnerable children | * Experience of teaching/working/developing a SEN Provision or within a similar support service. * Experience of positively influencing the practice of others, including delivering INSET. |
| Knowledge and understanding | * Must have up to date, sound knowledge and understanding of Local Authority and National Expectations for SEND including 2014 SEND Code of Practice, including knowledge of EHCP and their implementation. * Familiarity with planning individual provision based on EHCP outcomes * Knowledge of effective strategies to meet the needs of pupils with communication and interaction needs * Have detailed knowledge of the relevant aspects of the pupils’ National Curriculum for both Key Stage One and Two and other statutory requirements. * Be able to cope securely with subject-related questions which pupils raise and know about pupils’ common misconceptions and mistakes in your specialist subject | * Familiarity with assessment systems for children who are working below their Key Stage * Demonstrate knowledge and understanding and take account of wider curriculum developments, which are relevant to your work. * Have additional qualifications and skills to enable you to lead an area of expertise. |
| Professional Skills and Abilities | * Must be able to plan lessons for a group of pupils with different needs, with clear learning intentions and differentiation |  |
| Planning and setting expectations | * Be able to identify clear learning objectives, content, lesson structures and sequences according to the subject matter and the pupils being taught. * Be able to set clear targets for pupils’ learning, building on prior attainment. * Demonstrate consistent and effective planning of lessons and sequences of lessons to meet pupils’ learning needs ensuring high expectations * Have experience of working with children with a range of special educational needs and be able to provide positive and targeted support. * Be able to implement and keep records on (IEPs) |  |
| Teaching and managing pupil learning | * Be able to ensure effective teaching of whole class, groups and individuals so that teaching objectives are met. * Set high expectations for pupil behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships. * Use teaching methods which keep pupils’ engaged, including stimulating pupils’ intellectual curiosity, effective questioning and response, clear presentation and good use of resources. * Be skilled and efficient at teaching ICT through the whole primary curriculum. |  |
| Assessment and evaluation | * Be able to assess how well learning objectives have been achieved and use this assessment for future teaching. * Mark and monitor pupils’ class and home work providing constructive oral and written feedback, setting targets for pupils’ progress. |  |
| Pupil achievement | * Be able to secure progress towards pupil targets * Be able to demonstrate that, as a result of your teaching, pupils achieve well relative to prior attainment, making good progress. |  |
| Relations with parents and wider community | * Know how to prepare and present informative reports to parents * Understand the need to liaise with agencies responsible for pupil welfare |  |
| Managing own performance development | * Understand the need to take responsibility for your own professional development and to keep up-to-date with research and developments in pedagogy and in the subjects you teach. * Have an understanding of your professional responsibilities in relation to school policies and practices. * Set a good example to the pupils you teach in terms of your personal conduct. * Be able to evaluate your own teaching critically and use this to improve your effectiveness | * Demonstrate responsibility for your own professional development and use the outcomes to improve teaching and children‘s learning. |
| Managing and developing staff and other adults | * Establish effective working relationships with professional colleagues including, where appropriate, support staff. |  |
| Managing resources | * Select and make good use of learning resources, which enable teaching objectives to be met. |  |
| Strategic leadership |  | * Demonstrate an active contribution to the policies and aspirations of the school |