



**CLASS TEACHER  
CRITERIA FOR SELECTION**

	Essential	Desirable
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>● Qualified Teacher Status (QTS) or relevant teaching experience with a commitment to achieving QTS</li> <li>● Experience of working with children or young people with SEND</li> <li>● Experience of planning and delivering lessons across a broad curriculum, adapted to meet a range of learning needs</li> <li>● A commitment to inclusive education and personalised learning</li> </ul>	<ul style="list-style-type: none"> <li>● Subject specialism in <b>Art or Humanities</b></li> <li>● Experience of delivering accredited qualifications at any level</li> <li>● Experience contributing to EHCP annual reviews</li> <li>● Willingness to undertake further professional development</li> </ul>
<b>Skills and abilities</b>	<ul style="list-style-type: none"> <li>● Ability to plan and deliver creative and engaging lessons for students with complex MLD</li> <li>● Ability to adapt and differentiate learning to meet a wide range of needs</li> <li>● Ability to build positive, trusting relationships with students and colleagues</li> <li>● Strong communication skills with students, families and staff</li> <li>● Effective use of assessment to support progress and inform planning</li> <li>● A reflective approach and willingness to learn and adapt</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to work collaboratively with colleagues, families and external professionals</li> <li>● Understanding of how to support emotional regulation and communication needs</li> </ul>

<p><b>General and specific knowledge</b></p>	<ul style="list-style-type: none"> <li>● Understanding of the needs of learners with MLD and associated conditions such as autism, SLCN and SEMH</li> <li>● Understanding of the EHCP process and how outcomes inform classroom practice</li> </ul>	<ul style="list-style-type: none"> <li>● Broader awareness of approaches to SEND provision</li> <li>● Understanding of relational and trauma-informed approaches to behaviour and regulation</li> </ul>
<p><b>Safeguarding</b></p>	<ul style="list-style-type: none"> <li>● Willingness to familiarise yourself with school policies and procedures in relation to safeguarding and child protection</li> <li>● Awareness of the increased vulnerability of students with SEND</li> </ul>	