

E P COLLIER PRIMARY SCHOOL
Teacher in Charge of Speech and Language Resource PERSON
SPECIFICATION

Qualifications	• Must possess Qualified Teacher status
Experience	You will have: • Relevant mainstream experience of whole class teaching • Relevant experience of SEN or working with children with language difficulties • Experience of managing support staff • Experience of using intervention programmes • Experience of producing IEPs and target setting • Experience of working with outside agencies • Experience of evaluation of what makes effective teaching and learning • Experience of teaching across the primary age range
Knowledge and understanding	You will have: • Knowledge of the National curriculum and EYFS curriculum • The ability to provide effectively for the individual needs of all children • The ability (or potential) to lead a curriculum area • An understanding of the processes which lead to raising standards of teaching and learning • Full working knowledge of relevant policies/codes of practice/legislation • An understanding of the barriers which present themselves to children who have speech and language difficulties
Skills and attributes	You will have: • A commitment to teaching and a willingness to learn through CPD • The ability to plan effectively to meet the needs of all children • The ability to be part of a learning environment which values and enables everyone equally • High expectations and set challenging objectives • A sound knowledge of planning and assessment techniques • Accurate written and oral language • Good interpersonal skills • The ability to work closely with all staff both in the classroom and on whole school issues • Good ICT skills • The ability to plan and manage your workload • The ability to analyse data and use the findings to plan for school development You will be: • Able to demonstrate good quality teaching • Able to provide support and training for colleagues

	• Sensitive towards the feelings of others • Able to set high expectations of pupils' behaviour and establish a clear framework for classroom discipline, in line with the school policy, promoting self control and independence • Able to communicate effectively and sensitively • Flexible and willing to be involved in the corporate life of the school • Able to take responsibility for safeguarding and promoting the welfare of all children • Able to manage your own time • Proactive • Reliable • Motivated and able to motivate others
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