

**Person Specification – DT/Creative Arts Teacher**

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|  | **Essential** | **Desirable** |
| **Relationships** | An ability to form trusting, positive relationships with young people |  |
|  | An ability to use positive relationship to caringly support young people or families in crisis |  |
| **Teaching and Engagement** | An ability to actively addresses SEMH needs whilst delivering lessons/teaching/with students |  |
|  | An ability to actively seeks out opportunities to positively engage with students |  |
|  | An ability to set tasks that challenge and engage pupils or families with a balance of support and challenge/independence |  |
|  | An ability to assess to inform learning based on research |  |
|  | Solid understanding how children learn |  |
|  |  | Ability and willingness to teach more than one subject |
|  | Experience of successful positive behaviour management and development of a student focused, inclusive and effective learning environment so that behaviour and attendance is excellent |  |
| **Pupil Progress** | Be aspirational for student’s academic and socio-emotional progress |  |
| **Professional Attributes** | An ability to put in discretionary effort |  |
|  | Solution focussed and flexible |  |
|  | An ability to carry out tasks reliably and on time |  |
|  | Passionate about enabling all pupils to overcome barriers to learning and achieve success |  |
|  | Reliable and consistent and able to use initiative |  |
|  | Sense of humour |  |
|  | Be adaptable and flexible, subscribe to the belief that every day is a fresh start |  |
|  | Be a team player, supporting colleagues, ensuring a cohesive and collaborative approach to working with young people |  |
|  | Well organised and well planned |  |
|  | Demonstrate commitment to safeguarding and promoting the welfare of children |  |
|  | Empathic towards the pupils and their families and the challenges they face |  |
|  | Emotional resilience and the ability to remain calm under pressure |  |

**Qualifications and Experience**

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|  | **Essential** | **Desirable** |
| **Education/Training** | Honours degree or equivalent |  |
|  | Qualified Teacher Status |  |
|  | Experience of working with vulnerable young people in a mainstream or specialist setting |  |
|  |  | Additional training or qualifications in working with young people with SEMH needs |
|  | Hold relevant H&S certificates for workshop equipment |  |
| **Experience** | Experience and confidence in using a range of workshop tools and equipment |  |
|  | An understanding and knowledge of a range of creative and vocational education courses and how to adapt them for disaffected or disengaged learners |  |