

## PERSON SPECIFICATION Teacher of SEND

A Person Specification defines the required professional qualifications, knowledge, skills and qualities of the teachers sought by the National Church of England Academy Governors in the recruitment and selection process.

Newly qualified teachers may only meet the essential requirements and have limited experience of the desirable features gained from school experience, but are encouraged to apply for the post.

All members of staff employed by the National Church of England Academy support and promote the academy's aims:

1. To create an atmosphere of caring and purpose derived from commitment to moral and religious principles
2. To engender a lifelong love of learning
3. To encourage each child to strive for his or her best in intellectual, physical and spiritual growth
4. To help each child to develop relationships with others which are founded on mutual respect and the pursuit of lasting happiness
5. To encourage and develop leadership and active citizenship within the academy and wider community which fosters a sense of dignity, vocation and purpose for every individual
6. To develop and maintain excellence in teaching and learning

In particular, all staff employed by the National Church of England Academy commit to support, uphold, promote and embody the academy's ethos:

### **'Life in all its fullness' (John 10:10)**

Enabling all members of our community to work together, care for each other and strive to realise their potential in their studies and all other aspects of life through our ARCH values:

- ◆ Achievement
- ◆ Respect
- ◆ Charity
- ◆ Humility

## Attributes & Requirements

	<i>Essential</i>	<i>Desirable</i>
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>A good honors degree or equivalent and PGCE or equivalent [primary or secondary]; (W, D)</li> <li>Qualified Teacher Status. (W, D)</li> </ul>	<ul style="list-style-type: none"> <li>A SEND qualification</li> <li>A further qualification, degree, diploma, certificate in a relevant subject; (W, D)</li> <li>Ability to teach an additional subject. (W)</li> <li>Qualification in examination access arrangements (W)</li> </ul>
<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>A knowledge and understanding of at least one subject area and its associated processes and assessment arrangements and skills with the sufficiency required to enable competent and confident teaching [primary or secondary level]. (W, I)</li> <li>Familiarity with the requirements of the National Curriculum as applied to the subject area; (W, I)</li> <li>Understanding of and the ability to apply a range of appropriate assessment techniques. (I)</li> </ul>	<ul style="list-style-type: none"> <li>Experience of teaching SEND students (W)</li> <li>Experience of teaching literacy skills (W)</li> <li>Experience of teaching Functional Skills to KS4 students (W)</li> <li>Experience of teaching ASDAN (W)</li> <li>Experience of assessing work through appropriate methods e.g. PIVOTS, B-squared</li> <li>Knowledge of the guidance curriculum as it relates to the role of the tutor. (W)</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Evidence of a commitment to continuing professional development; (W, D)</li> <li>Willingness to actively participate in professional learning; (W, D)</li> <li>Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape. (W, I)</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>Ability to plan sequences of lessons with clear objectives and student learning outcomes matched to departmental schemes of work; (W, I)</li> <li>Ability to successfully deploy a range of teaching and learning styles to suit the nature of the course content and the ability and attainments of the students; (W, I)</li> <li>Ability to manage the learning environment and student behaviour in a manner which is conducive to productive learning for all students; (I)</li> <li>Ability to assess student achievements against course objectives and provide outstanding</li> </ul>	<ul style="list-style-type: none"> <li>Ability to structure learning programs which enable students to take increasing responsibility for their learning and demonstrate independent learning; (I)</li> <li>Ability to challenge students social, moral and spiritual frames of reference to enable them to reflect and think critically, developing their own views and ethical standpoint; (I)</li> <li>Ability to work with students in a pastoral role to support the development of their interpersonal skills, social, moral and spiritual awareness through a Tutor program; (I)</li> </ul>

	<p>feedback to students which enables them to maximise their talents and abilities; (W, I)</p> <ul style="list-style-type: none"> <li>• Ability to keep excellent administrative and student achievement records; (I)</li> <li>• Ability to relate well to all students in a professional manner in a variety of contexts; (I)</li> <li>• Ability to use ICT as an integral part of teaching and learning programs. (W, I)</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to work with students in extracurricular activities to add breadth to their experience. (W)</li> </ul>
<b>Qualities and Attributes</b>	<ul style="list-style-type: none"> <li>• A commitment to lifelong learning for all; (W, I)</li> <li>• A continued interest in developments in teaching and learning; (W, I)</li> <li>• The ability to motivate others; (I)</li> <li>• The ability to establish effective working relationships with individuals, groups and organisations; (W, I)</li> <li>• The ability to remain calm and diffuse situations; (I)</li> <li>• The demonstration of a concern for excellence in one's professional work and the achievement of students; (W, I)</li> <li>• The demonstration of a well-developed sense of the spiritual dimension of life and a commitment to support the school's denominational aims, vision, creativity and optimism; (I)</li> <li>• Adaptability and resilience, with the ability to cope with periods of work pressure with good humour and a sense of proportion; (I)</li> <li>• Energy and commitment to professional responsibilities and to the betterment of all students; (W, I)</li> <li>• A commitment to supporting the school's ethos in the interests of students and staff. (I)</li> </ul>	<ul style="list-style-type: none"> <li>• A willingness to contribute to the wider life of the school (I)</li> </ul>
<b>Other Requirements</b>	<ul style="list-style-type: none"> <li>• Demonstrable evidence of achievement in current post. (W, I)</li> </ul>	
<b>Equal Opportunities and Safeguarding</b>	<ul style="list-style-type: none"> <li>• Commitment to equal opportunities; (I)</li> <li>• Commitment to safeguarding students; (I)</li> <li>• Must be able to recognise discrimination in its many forms and be willing to put Equality Policies into practice. (I)</li> </ul>	

**Evidence key:** Written Application (W), Documentary evidence (D), Interview/assessment (I)