

Teacher Person Specification

	Essential	Desirable
Qualifications	- A good degree - Qualified Teacher Status (QTS) - Evidence of continued professional development, as appropriate	- Additional qualifications relevant to special education - Relevant practical qualifications, for example sign language, first aid, driving a minibus, swimming etc
Work Related Experience and Skills	- Successful experience of teaching younger pupils and/or pupils with special educational needs and learning disabilities - An empathy and understanding of teaching pupils with SEND - Ability to plan and deliver high quality lessons for a range of abilities and ages. - Knowledge and understanding of how to adapt learning for all learners to reach their potential - Experience of collaborative working as part of a team and build positive relationships - Experience of setting effective targets for pupils to achieve their goals and aspirations - Experience of carrying out teacher assessment using a range of tools and evidences - Evidence of recent continued professional development and a commitment to further development of self and others - Ability to effectively manage a team of Teaching Assistants (TAs) - Knowledge of safeguarding procedures in educational settings - Experience of effective communication with families to co-produce educational plans (EHCP) and promote pupil well being - Experience of working with other professionals such as Speech and Language Therapists, OTs, Physios, Social Services, Educational Psychologists, Play Therapist - An understanding of the potential health and safety risks within learning environments - Confidently use IT to support preparation, teaching and learning	- Experience of teaching children and young people with severe and complex learning difficulties, including autistic spectrum conditions - Experience of moving and handling and assisting with physical activities - Experience of using alternative systems of communication e.g. sign language, symbols - Experience of writing and implementing therapeutic behaviour support plans, working in partnership with families - Knowledge and understanding of managing and supporting pupils showing behaviours of concern or are in crisis
Personal Skills and Attitudes	- Ability to communicate effectively both orally and in writing - Demonstrate reliability and integrity, with an excellent attendance record - A positive 'can do' attitude, shared with pupils and colleagues, working with kindness and care - Ability to maintain a professional stance in all situations, ensuring confidentiality and constructive relationships - Ability to maintain purposeful, engaging and organised learning environments	- Willingness to drive a minibus - Willingness to take part in extracurricular activities and school community events - Ability to support pupils using local amenities and community facilities - Ability to support pupils in our hydrotherapy pool or local pool

Please also see the Teachers' Standards which can be found on the GOV.UK website.

Posts working with either children and/or vulnerable adults will be subject to an enhanced disclosure & barring service check.

Samuel Pepys School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and adhere to our code of conduct and Safer Working Practice.