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| POST REF POST TITLE \_ Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |  | |
|  | **ESSENTIAL** | **DESIRABLE** | **HOW MEASURED** |
| **EXPERIENCE** | 1. **Experience of teaching pupils at the primary phase** | 1. **Experience of teaching pupils in a special educational needs setting.** 2. **Substantive experience of teaching at the EYFS and/or Primary phases of education** 3. **Experience of teaching pupils with severe to moderate learning difficulties.** 4. **Experience of using visual language systems for communication** 5. **Experience of working with children’s families to help improve their educational, social and emotional outcomes** | **Application form**  **Interview** |
| **EDUCATION, TRAINING AND**  **QUALIFICATIONS** | **1. Qualified Teacher Status** | 1. **An additional qualification in the education of pupils with special educational needs** 2. **Training in use of Team Teach or similar interventions with pupils who present challenging behaviours.** 3. **A willingness to undertake any training required to fulfil the duties as described in the job description** | **Application form/certificate** |

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|  | ESSENTIAL | **DESIRABLE** | **HOW MEASURED** |
| **SKILLS AND**  **KNOWLEDGE** | 1. **Awareness and understanding of current issues in education** 2. **An ability to work on your own and plan engaging and interesting lessons** 3. **An understand of strategies to teach children, reading and writing (letters and sounds) and early mathematical concepts** 4. **Ability to work well in and lead a team of teaching assistants** 5. **Decision making skills: the ability to investigate, solve problems and make decisions.** 6. **Communication skills.** 7. **Self-management skills: the ability to plan time effectively and prioritise** 8. **Ability to use ICT for teaching and learning** 9. **Knowledge of strategies which promote good behaviour & discipline** | 1. **Awareness and understanding of current issues in special schools** 2. **Knowledge of the implications of common disabilities in children for teaching & learning at school and for families of pupils** 3. **Ability to create a vision for the class team of effective teaching and learning for pupils with complex learning difficulties** | **Application & Interview** |

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|  | ESSENTIAL | **DESIRABLE** | **HOW MEASURED** |
| **PERSONAL QUALITIES** | 1. **A positive outlook on life - a growth mindset** 2. **Commitment to be a ‘Champion for Every Child’** 3. **A team player – the ability to work in conjunction with other members of a team** 4. **Ability to communicate with, guide, reassure and inspire parents** 5. **Willingness to undertake training** 6. **A commitment to inclusive practice** 7. **A person who is keen to get the best from the children no matter what their starting points are** |  | Interview/references |
| **WORKING ARRANGEMENTS** | **Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving & handling pupils with physical disabilities safely following recognised procedures and after appropriate training** |  | Interview |

THE POST IS SUBJECT TO:

DISCLOSURE OF CONVICTIONS UNDER THE REHABILITATION OF OFFENDERS (EXEMPTION) ACT 1975. **YES**

THE LEVEL OF DISCLOSURE FOR THIS POST IS: **ENHANCED DISCLOSURE –**

**standard disclosure plus regular care, training, supervising young people**

IS THE POST POLITICALLY RESTRICTED? NO

Completed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_