

Woodlands School

'A Courageous and Confident Learning Community'

Person Specification – Teacher

Qualifications <ol style="list-style-type: none"> 1. Qualified Teacher Status 2. Eligibility to obtain Qualified Teacher Status. 3. Evidence of intention to complete teacher training within 3 years. 4. Evidence of further relevant study and additional qualifications within a relevant field of study. 	<p style="text-align: center;">D</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">D</p>
Experience <ol style="list-style-type: none"> 1. Experience of working with children with special educational needs and/ or with children in the early years of education. 2. Experience of leading a curriculum area and delivering a highly differentiated curriculum. 3. Experience of working within a multidisciplinary setting. 4. Experience of effective working in partnership with parents 5. Experience of productive and accurate use of formative and summative assessment, including P levels assessment and/or Early Years Foundation Stage profile, to monitor progress, set targets, and plan subsequent lessons. 	<p style="text-align: center;">E</p> <p style="text-align: center;">D</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p>
Knowledge and Skills <ol style="list-style-type: none"> 1. Knowledge of the National Curriculum and Early Years Foundation Stage and its application to children with severe and complex learning difficulties including autism. 2. Good ICT skills and knowledge of how to use ICT to support children's learning. 3. An understanding of safeguarding and child protection issues and the ability to create a safe environment in which children can thrive. 4. An understanding of the value of inclusive practice for the development of children with learning difficulties. 	<p style="text-align: center;">D</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p>

5. An understanding of the value of working partnerships with parents and carers including the support to learning in the home environment	E
Abilities	
1. Ability to use, differentiate and evaluate distinctive teaching approaches to engage and support pupils including those with special educational needs in the delivery of good and outstanding teaching	E
2. Ability to set high expectations which inspire, motivate and challenge pupils	E
3. Ability to develop effective professional relationships with colleagues and experience of leading, supporting and developing support staff	E
4. Ability to work to deadlines	E
5. Ability to recognise the signs and symptoms of stress in self and others and to respond appropriately	E
6. Ability to manage behaviour effectively to ensure a good and safe learning environment	E
7. Ability to take responsibility for improving teaching skills through self-reflection, responding to advice and feedback from colleagues and appropriate professional development	E
8. Ability to support colleagues using a coaching and mentoring approach	E
Equal Opportunities	
1. Treating pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position	E
2. Showing tolerance of and respect for the rights of others	E

E – Essential

D – Desirable

