

Person Specification – CLASS TEACHER

| Factors | | Criteria | Assessment | |
|----------------------------------|-----------|--|------------|-------------|
| | | | Interview | Application |
| Qualifications | Essential | <ul style="list-style-type: none"> • QTS • To be committed to continuous professional development | X | X |
| | Desirable | <ul style="list-style-type: none"> • Further training and CPD around SEN | | |
| Experience and Knowledge | Essential | <ul style="list-style-type: none"> • Evidence of excellent teaching skills | X | X |
| | | <ul style="list-style-type: none"> • Experience of working with pupils with complex cognitive difficulties | X | X |
| | | <ul style="list-style-type: none"> • Experience of curriculum leadership and curriculum development | | X |
| | | <ul style="list-style-type: none"> • Experience of managing classroom support | X | X |
| | | <ul style="list-style-type: none"> • Awareness of legislation regarding safeguarding children | X | X |
| | | <ul style="list-style-type: none"> • Awareness of curriculum requirements | X | X |
| | Desirable | <ul style="list-style-type: none"> • Experience of teaching pupils with complex cognitive difficulties | X | X |
| | | <ul style="list-style-type: none"> • Ability to work in KS1 and/or 2 | X | X |
| | | <ul style="list-style-type: none"> • Working knowledge of Makaton and PECs | X | X |
| | | <ul style="list-style-type: none"> • Experience of working with other agencies | X | X |
| Specific aptitudes and abilities | Essential | <ul style="list-style-type: none"> • Able to teach the full NC subjects at levels to appropriate KS, but in ways differentiated to need | X | X |
| | | <ul style="list-style-type: none"> • Commitment to quality delivery | X | X |

| | | | | |
|---|------------------|--|---|---|
| | | <ul style="list-style-type: none"> • Commitment to student success • Commitment to ongoing personal development • Experience of dealing with challenging behaviour and guiding parents and other professionals in behaviour management • Motivation to construct an exciting, accessible and differentiated curriculum • Self motivation to gain knowledge around SEN • Clear aspirations for professional development | X | X |
| | | | X | |
| | | | X | |
| | | | X | X |
| | | | X | |
| Specific Aptitudes and abilities | Desirable | <ul style="list-style-type: none"> • Additional qualification around speech and language/ Communication • Willingness to be involved in the wider curriculum, including residential experiences and extended day activities • Ability to drive a minibus or willingness to undergo minibus training | X | X |
| | | | X | |
| Interpersonal Skills | Essential | <ul style="list-style-type: none"> • Excellent written and oral communication skills including ICT and Maths. | X | X |
| Safeguarding Children | Essential | <p>In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> - Motivation to work with children and young people; - Ability to perform and maintain appropriate relationships and personal boundaries with young people; - Emotional resilience in working with challenging behaviours; and - Attitudes to use authority and maintaining discipline. - Understanding the complex needs of SEN learners and ensuring their needs are met | X | |
| | | | X | |
| | | | X | |
| | | | X | |
| | | | X | |

