

Person Specification – SEND Class Teacher



Requirements	Essential	Desirable
Qualifications and Career Development	<ul style="list-style-type: none"> • Qualified teacher status. • An interest in developing or furthering a career in Special Educational Needs. 	<ul style="list-style-type: none"> • An additional SEND qualification. • Evidence of further professional development in SEND.
Experience	<ul style="list-style-type: none"> • Knowledge of commonly used resources and strategies to support pupils with a range of special educational needs. • Experience of working with children with a range of SEND. • Proven and successful experience of teaching. 	<ul style="list-style-type: none"> • Able to use a range of augmented communication. • Experience in a Special School setting.
Personal Qualities	<ul style="list-style-type: none"> • Aims for excellence. • Open minded and creative. • Able to motivate others. • A positive mind set. • A reflective practitioner. • Sensitive to the needs of children and ability to provide support where necessary. • The ability to cope with the challenges of working with students with a wide range of needs whilst remaining calm under pressure. • Energetic, fit, resilient and committed. 	<ul style="list-style-type: none"> • Interests outside school. • A sense of humour.
Leadership & Management	<ul style="list-style-type: none"> • High expectations of pupil achievement and attainment. • Knowledge of current legislation and developments in SEND education. • Ability to use ICT confidently. • Effective communication skills both in writing and speech. • Can motivate and encourage participation. • Ability to contribute to the wider life and ethos of the school. • Ability to motivate pupils of differing abilities. • Ability to lead and manage a small team. 	<ul style="list-style-type: none"> • Open to change and fresh ideas. • Experience of leading and managing a team. • Experience leading a subject / area of responsibility.
Curriculum	<ul style="list-style-type: none"> • Ability to differentiate not simplify the curriculum. • Knowledge of formative assessment. • An awareness of the importance of carrying out effective observation, assessment and record keeping, and ensuring that adequate records are kept of the individual children's progress, and that information is used as the basis for planning the curriculum. • A good understanding of positive approaches to behaviour management. • Ability to plan, teach and adapt lessons. 	<ul style="list-style-type: none"> • Experience of extra-curricular activities. • Proven ability in the implementation, modification and development of a curriculum for pupils who have SLD/PMLD/Complex Needs. • Knowledge of Development Matters and/or Entry Level qualifications.
Relationships	<ul style="list-style-type: none"> • To demonstrate commitment to home school links and the value of warm, welcoming ethos for children and adults alike. • Understands ethical issues in sharing information when working in partnership. • Actively encourage the involvement of parents. • Ability to work in partnership with families, the Governing Body, staff, relevant agencies and the local community. 	<ul style="list-style-type: none"> • Experience of multi-agency working. • Experience of working within a team.

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| | <ul style="list-style-type: none">• Ability to work cooperatively and positively with a wide range of colleagues within the school environment. | |
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