**Classroom Teacher Person Specification**

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| **ESSENTIAL REQUIREMENTS** | **DESIRABLE REQUIREMENTS** |
| **EDUCATIONAL QUALIFICATIONS AND TRAINING** | |
| Qualified Teacher Status (QTS) | Further SEN training or qualifications |
| **EXPERIENCE** | |
| Recent experience of successfully delivering the National Curriculum | Recent experience of successfully delivering and adapting the National Curriculum for children with severe and complex learning difficulties |
|  | Varied teaching across more than one key stage |
| **KNOWLEDGE AND UNDERSTANDING** | |
| Knows and demonstrates a sound understanding of the principles of positive behaviour management | Has received training in Team Teach |
| Knows of the recent SEN Reforms and how Education, Health and Care Plans (EHCP) form a core to planning for specific children | Has received training on the SEN Reforms, including the purpose and administration of EHCPs |
| Knows how to assess pupil progress | Knows how to assess progress for pupils with severe and complex learning difficulties |
| Knows how to use pupil performance data to plan appropriately structured schemes of work and individual lessons | Knows how to assess progress for pupils with severe and complex learning difficulties |
| Knows how to assess risk and how these assessments relate to Health and Safety | Knows how to assess risk and how these assessments relate to Health and Safety for pupils with severe and complex learning difficulties |
| **SKILLS AND ABILITIES** | |
| Persevere with optimism in the face of difficulties and challenges, seeing possibilities and opportunities in challenging situations |  |
| Determine priorities, manage time effectively and meet tight deadlines |  |
| Maintain records and manage information related to areas of responsibility so that the school is able to account for all aspects of performance to governors, LA and others |  |
| Use ICT as a resource for teaching and learning and in administration |  |
| Is calm, kind, positive and resilient |  |
| Can communicate effectively with pupils and their families | Knows how signs, symbols and technology can support communication  Has received training in Makaton or another sign-based form of communication |
| Has the ability to support parents and carers to improve the outcome for their children |  |
| **SAFEGUARDING** | |
| Secure knowledge and understanding of best practice and procedures for safeguarding children and young  People |  |
| Knows of and how to implement the recommendations of ‘Keeping Children Safe in Education’ (2015) Statutory Guidance for Schools and Colleges | Has received training in Safeguarding and Child Protection |