# Lead Teacher for Additionally Resourced Provision

Selection decisions will be based on the criteria outlined below. At each stage of the process, an assessment will be made by the appointment panel to determine the extent to which the criteria have been met.

When completing a supporting statement, you should ensure that you address each of the selection criteria and provide supporting evidence of how you meet the criteria through reference to work or other relevant experience.

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|  | Essential | Desirable |
| Qualifications | Qualified Teacher statusEvidence of recent professional development relevant to the position. | Qualifications relevant to the positionCommitment to own learning and continuing professional developmentCommitment to joint practice developmentHold the National SENCO Award |
| Experience | Working with children with SEN/D. Experience of multi-agency working | Successful leadership and management within a school or other educational setting At least six years varied teaching experience, preferably in more than one school and more than one key stage.Involvement in the implementation of whole school initiatives**.** Experience of working with 'hard to reach parents/carers'. |
| Skills and Capability | Proven to be highly effective in all aspects of their practice and therefore able to lead by example Ability to analyse, understand and interpret pupil achievement dataAbility to lead and work in a teamAbility to find solutionsAbility to inspire and motivate othersAbility to influence the quality of learning and teaching of othersGood communication skills at all levelsGood organisational and time management skillsConfident user of ICT. |  |

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| Knowledge and Understanding | Knowledge of relevant legislation and best practice in relation to SEN/D.Thorough grasp of current educational issues, particularly in relation to this post.Knowledge and understanding of successful links between schools, especially partner schools. | Understanding of SEMH aspects and how to improve the well-being of pupils who are vulnerable. |
| Professional Values | High expectations of everyoneCommitment to improving outcomes for childrenBelief that learning should be engaging, experiential and relevantAspire to and strive for excellenceCommitment to the personal welfareand safeguarding of all children | Support for an enriched curriculum through out of hours learning and educational visits |
| Personal Characteristics | Display a clear passion for learningDisplay warmth, care andsensitivity in dealing with children and adultsBe open minded, self evaluative andadaptable to changingcircumstances and new ideasBe able to enthuse and reflect upon experienceShow willingness to be involved in thewider life of the schoolHave the ability to work flexiblyBe able to prioritiseDemonstrate good interpersonal/ communication skillsMaintain a positive mindset and good humourDiscretion | Demonstrate a commitment to environmentally-friendly and sustainable workingpracticesShow willingness to engage with the opportunities for learning presented by the localityShow insight into what is important in our schoolUse personal interests and enthusiasms to enrich the school community |

Staff at TPS want the very best for our children and are prepared to put their needs first. Staff recognise the importance of making every learning day count for every child. Staff are fully committed to achieving high standards across a creative, broad and innovative curriculum.