# 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 status  Evidence of recent professional development relevant to the position. | Qualifications relevant to the position  Commitment to own learning and continuing professional development  Commitment to joint practice development  Hold 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 data  Ability to lead and work in a team  Ability to find solutions  Ability to inspire and motivate others  Ability to influence the quality of learning and teaching of others  Good communication skills at all levels  Good organisational and time management skills  Confident 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 everyone  Commitment to improving outcomes for children  Belief that learning should be engaging, experiential and relevant  Aspire to and strive for excellence  Commitment to the personal welfare  and safeguarding of all children | Support for an enriched curriculum through out of hours learning and educational visits |
| Personal Characteristics | Display a clear passion for learning  Display warmth, care and  sensitivity in dealing with children and adults  Be open minded, self evaluative and  adaptable to changing  circumstances and new ideas  Be able to enthuse and reflect upon experience  Show willingness to be involved in the  wider life of the school  Have the ability to work flexibly  Be able to prioritise  Demonstrate good interpersonal/ communication skills  Maintain a positive mindset and good humour  Discretion | Demonstrate a commitment to environmentally-friendly and sustainable working  practices  Show willingness to engage with the opportunities for learning presented by the locality  Show insight into what is important in our school  Use 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.