**Windmill Primary School**

**EMPLOYEE SPECIFICATION**

**POST TITLE: Teacher in charge of specialist provision for children and young people with communication and interaction Needs**

**SCALE: 2 SEN Points plus TLR2a**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **ATTRIBUTES** |  | **RELEVANT CRITERIA** | **HOW IDENTIFIED** | **RANK** |
| 1. | **RELEVANT EXPERIENCE** | 1.1 | Recent experience of teaching KS1 and KS2 pupils with complex needs. | Application / Selection Process | A |
| 1.2 | Experience of leading, managing and delivering personalised learning programmes / interventions for pupils. | Application / Selection Process | A |
| 1.3 | Experience and knowledge of managing pupils with communication and interaction needs | Application / Selection Process | A |
| 1.4 | Excellent classroom practitioner with the ability to motivate and inspire pupils and meet individual needs. | Application / Selection Process | A |
| 1.5 | Experience of leading and supporting staff in the writing of personalised support plans. | Application / Selection Process | A |
| 1.6 | Experience of assessing pupils with complex communication and interaction needs. | Application / Selection Process | A |
| 1.7 | Experience of working in partnership with parent, carers and colleagues in other agencies and provisions | Application / Selection Process | A |
| 1.8 | Experience of monitoring and evaluating the effectiveness of teaching and learning, including personalised learning programmes. | Application/ Selection Process | A |
| 1.9 | Experience of managing a team of staff. | Application/ Selection Process | A |
|  |  | 1.10 | Developing Communication and Interaction  strategies to support staff in other schools to meet the needs of their pupils | Application/ Selection Process | B |
| 2. | **EDUCATION AND TRAINING ATTAINMENTS** | 2.1  2.2  2.3 | Qualified Teacher Status.  Recent and relevant Continued Professional Development.  Commitment to Continued Professional Development | Application / Selection Process  Application / Selection Process  Application / Selection Process | A  A  A |
|  |  | 2.4 | Preparedness to work towards gaining necessary specialist qualifications in communication and interaction (including the ASD postgraduate qualification). |  |  |
| 3. | **GENERAL AND SPECIAL KNOWLEDGE** | 3.1  3.2  3.3  3.4  3.5  3.6  3.7  3.8  3.9 | A thorough working knowledge of the SEN Code of Practice.  Extensive knowledge and understanding of communication and interaction needs and effective strategies and approaches to support children with communication and interaction needs.  Ability to promote inclusion and meet the additional needs of all pupils.  Ability to organise and manage annual and interim reviews for pupils.  A well developed understanding of the principles and practices associated with excellence within primary education.  Commitment and ability to raise standards for all pupils  A well developed current knowledge of the primary curriculum.  A working knowledge of the assessment procedures including the recording, reporting and analysis of children’s progress and development.  A good working knowledge of ICT and its use across the curriculum. | Application / Selection Process  Application / Selection Process  Application / Selection Process  Application / Selection Process  Application / Selection Process  Application / Selection Process  Application / Selection Process  Application / Selection Process  Application / Selection Process | A  A  A  A  A  A  A  A  A |
| 4. | **SKILLS AND ABILITIES** | 4.1  4.2  4.3  4.4  4.5  4.6  4.7  4.8  4.9  4.10  4.11 | Ability to lead and support staff development.  Ability to work in a solution-focused, flexible manner.  Ability to develop a positive team spirit, communicate effectively, delegate and negotiate, when necessary, with sensitivity.  Willingness to lead aspects of CPD.  Ability to remain calm and supportive at all times.  Effective communication skills.  Ability to line manage teaching staff including Performance Management.  Ability to participate in policy and school improvement decisions as part of the Senior Leadership Team.  Ability to review and evaluate the effectiveness of the specialist provision  The ability to analyse and interpret data.  Ability to adapt and be flexible to the needs of the school and specialist provision sector | Application / Selection Process  Application / Selection Process  Application / Selection Process  Application / Selection Process  Application / Selection Process  Application / Selection Process  Application / Selection Process  Application / Selection Process  Application / Selection Process  Application / Selection Process | B  A  A  A  A  A  A  A  A  A |
| 5. | **ANY ADDITIONAL FACTORS** | 5.1  5.2  5.3 | Positive approach to the management of change.  Willingness to undertake an enhanced Disclosure and Barring Service check. **Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.** | Application / Selection Process  Application / Selection Process  Application / Selection Process | A  A  A |

**Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the A's on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during the induction, and if you have C criteria this would be an additional bonus.**

**We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.**

**Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.**

|  |  |
| --- | --- |
| **ES Reference No** |  |
| **ES Prepared/Amended** |  |
| **Refers to Estab(s)** |  |