



# GOSDEN HOUSE SCHOOL

## PERSON SPECIFICATION SEN Class Teacher – Primary Years Part-time

| Requirements                    | Essential  | Desirable   |
|---------------------------------|--|---|
| <b>EDUCATION AND EXPERIENCE</b> | <ul style="list-style-type: none"><li>• Qualified Teacher Status preferred with evidence of appropriate subsequent continuing professional development. However, NQT's are welcome to apply.</li><li>• Evidence of emotional intelligence required to set an example to others and to lead a team of adults other than teachers and to work in a staff team.</li><li>• Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.</li><li>• Experience in any capacity, in working/being involved with children with moderate and complex learning difficulties.</li></ul> | <ul style="list-style-type: none"><li>• Specific SEN qualification</li><li>• Knowledge of the SEN Code of Practice</li><li>• Skilled in supporting children with communication difficulties</li><li>• Knowledge of the strategies in managing challenging behavior</li><li>• 1 year or recent good/outstanding teaching experience desirable, preferably across the relevant Key Stage and in at least one special school</li></ul> |

| Requirements                                     | Essential   | Desirable   |
|--|---|---|
| <b>SKILLS,<br/>KNOWLEDGE<br/>&amp; ABILITIES</b> | <ul style="list-style-type: none"> <li>• An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child.</li> <li>• Evidence of the ability to organise the curriculum appropriately for a class of pupils of mixed abilities, aptitudes and educational needs through differentiated planning, preparation, monitoring and assessment.</li> <li>• A thorough knowledge of the requirements of the National Curriculum and learning strategies for children of all abilities.</li> <li>• Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment.</li> <li>• Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review.</li> <li>• Evidence of knowledge and understanding of effective record keeping, and its use to promote the educational and personal development of all children within the school.</li> <li>• Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well-ordered and self-disciplined behaviour throughout the school.</li> <li>• Evidence of good interpersonal skills and the ability to work as member of a team and develop and maintain good relations with external professionals as required.</li> <li>• Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues.</li> </ul> | <ul style="list-style-type: none"> <li>• Knowledge of strategies in managing difficult behaviour</li> </ul> |

**Skills,  
Knowledge  
and Abilities  
(continued)**

- An understanding of the responsibility of the class teacher with regard to the health and safety of pupils in their care.
- Evidence of a commitment to an equal opportunities policy both in service delivery and employment, and an understanding of its effective operation within a school. An ability to ensure that each child's identity is respected and maintained and enhanced and that stereotypes are challenged in a sensitive way.
- An excellent classroom practitioner.
- A practitioner with high expectations.
- An interest in the education of pupils with moderate and complex learning difficulties.
- Ability to work as part of a team.
- Expertise in at least one area of the curriculum.
- Management and leadership skills in managing class teams.
- Up to date with current legislation and initiatives and a comprehensive understanding of the National Curriculum.
- Effective IT skills.
- Commitment to inclusive opportunities.
- Familiar with safeguarding practices and guidance.

| Requirement               | Essential   | Desirable |
|---------------------------|---|-----------|
| <b>PERSONAL QUALITIES</b> | <ul style="list-style-type: none"> <li>• An enjoyment of teaching</li> <li>• Excellent interpersonal and communication skills.</li> <li>• Highly motivated, flexible and resilient.</li> <li>• Ability to time manage and meet deadlines.</li> <li>• Ability to build positive relationships with pupils, parents, governors and multi-agency teams.</li> <li>• Ability to support colleagues.</li> <li>• Willingness to attend to &amp; help with pupils' personal care.</li> <li>• Knowledge of best practice and procedures with regard to safeguarding and promoting the welfare of our students.</li> <li>• Ability to problem solve.</li> <li>• Committed to promoting equality and advocating for all pupils.</li> </ul> |           |