**Title:** SEND Teacher

**Reports to:** Headteacher

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| **Qualifications**  | **E / D** | **A / I / R / C** |
| PGCE/PGCE Post 16 / QTS or another appropriate and equivalent teaching qualification | E | A, C |
| Degree level qualification | E | A, C |
| GCSE Grade C or above in English and Maths or Level 2 Equivalent  | E | A, C  |
| **Knowledge and Experience**  | **E / D** | **A / I / R / C** |
| At least 3 years’ experience of planning and teaching well-structured lessons (KS3 / KS4) | E | A, I, R |
| Successful teaching experience in an A-Level | D | A, I,  |
| Experience of raising levels of achievement and attainment  | E | A, I |
| Knowledge of the National Curriculum from KS3 – KS5 | E | A, I |
| Knowledge of programmes of External Accreditation e.g. GCSE and A Levels | E | A, I |
| Knowledge of current legislation, guidance and developments relating to their subject area | E | A, I |
| Knowledge of the Functional Skills Curriculum including English, Maths and ICT | D | A, I |
| Experience of working with young people with SEN and SEMH needs  | D | A, I, R |
| **Skills and Abilities**  | **E / D** | **A / I / R / C** |
| Ability to design and deliver a personalised functional skills curriculum to meet the needs of individual students, including those with SEN  | E | A, I |
| Ability to deliver both KS3 and KS4 in their subject area  | E | A, I, R |
| Ability to plan and deliver high quality lessons that meet the needs of individual students | E | A, I |
| Ability to deliver an additional subject, such as Maths/Health and Social Care  | D | A, I, R |
| Ability to manage classes effectively, using approaches which are appropriate to students’ needs in order to involve and motivate them | E | A, I |
| Ability to make effective use of assessment to inform future planning and teaching  | E | A, I |
| Ability to use effective behaviour management strategies to contribute to a purposeful learning environment  | E | A, I |
| Ability to respond to difficult and challenging situations | E | A, I |
| Ability to form and develop effective working relationships with colleagues from other professions both internally and externally | E | A, I, R |
| Ability to communicate effectively and professionally, orally, in writing and via use of IT systems.  | E | A, I |
| Knowledge and understanding of their responsibilities in relation to safeguarding and, successful measures that promote and ensure the safeguarding of young people | E | A, I, R |
| Demonstrates consistently the positive attitudes, values and behaviour which are expected of young people  | E | A, I |
| Ability to be flexible, respond positively to change, and work effectively under pressure and deal with conflicting priorities | E | A, I |
| Demonstrates a creative, imaginative and optimistic approach to problem solving and changing of mindsets | E | A, I |
| Proven track record in building effective and flexible relationships with stakeholders in a personal and persuasive manner | E | A, I |
| Demonstrates that they can collaborate across team boundaries and enjoys being part of many teams | E | A, I |
| Ability to delegate efficiently and effectively | E | A, I |
| **Miscellaneous** | **E / D** | **A / I / R / C** |
| Excellent punctuality, attendance and reliability record | E | R |
| Current Driving Licence | D | C |
| Satisfactory enhanced DBS disclosure | E | C |
| High standard of personal and professional presentation | E | I, R |
| An understanding of Equal Opportunities and Anti-Discrimination | E | I, R |
| Awareness of Health & Safety Legislation and requirements | D | A, I, R |

E = Essential D = Desirable

A = Application I = Interview R = References C = Certificates