**Person Specification**

**Class Teacher/SEND Co-ordinator**

**Key E (Essential) D (Desirable) A (Application) I (Interview)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Experience and Qualifications** | | | | |
|  | | | | |
|  | **E** | **D** | **A** | **I** |
| Qualified Teacher Status | X |  | X | X |
| Degree or Equivalent | X |  | X | X |
| Evidence of a wide variety of professional development |  | X | X | X |
| Recent experience of teaching and supporting children with significant SEND | X |  | X | X |
|  |  |  |  |  |
| **Professional Knowledge and Understanding, Skills and Attributes** | | | | |
|  | | | | |
|  | **E** | **D** | **A** | **I** |
| High standards and expectations of self and children | X |  | X | X |
| Has a clear understanding of the primary curriculum | X |  | X | X |
| Evidence of an ability to create an exciting and well organised learning environment | X |  | X | X |
| Evidence of excellent planning, target setting and the use of assessment to impact positively on pupil achievement | X |  | X | X |
| Is a reflective practitioner | X |  | X | X |
| The ability to prioritise own time, work under pressure | X |  | X | X |
| Effective organisational skills and administrative skills | X |  | X | X |
| A good understanding of ICT for teaching and administration | X |  | X | X |
| The ability to work as part of a team | X |  | X | X |
| The ability to use effective behaviour management strategies | X |  | X | X |
| An understanding of the implications of equal opportunities and inclusion issues and an understanding of safeguarding | X |  | X | X |
| A clear understanding of SEND and commitment to keeping up to date with the latest developments in this field | X |  | X | X |
| A commitment to developing and sustaining effective partnerships with parents and carers | X |  | X | X |
| A commitment to multi-agency working | X |  | X | X |
| The ability to deploy additional adults effectively | X |  | X | X |
|  |  |  |  |  |
| **Personal Skills and Attributes** | **E** | **F** | **A** | **I** |
|  |  |  |  |  |
| Personal resilience and the ability to support others | X |  | X | X |
| Approachable, enthusiastic, committed | X |  | X | X |
| Willingness to be involved in the wider life of the school |  | X | X | X |
| Communication skills (both orally and in writing) the ability to make points clearly and understand the views of all others, including colleagues and parents | X |  | X | X |
| An enthusiasm and commitment for the involvement with pupils, staff and governors | X |  | X | X |
| Ability to process personal and sensitive data in line with the General Data Protection Regulations (GDPR) | X |  | X | X |