



Class Teacher with SEN

Evidence: A = application form, I = interview, R = Reference		
	Essential	Desirable
Qualifications	<p>Qualified teacher status (A)</p> <p>Hold a recognised degree (or equivalent) with a good classification in a relevant subject (A)</p>	<p>Evidence of commitment to continuous professional development (A)</p> <p>Qualification in special educational needs (A)</p>
Experience	<p>Teaching and supporting students with a range of special educational needs within Primary or Secondary phase of education (A)</p>	<p>Experience of working in a mainstream unit, special school and/or alternative education provision (A)</p> <p>Experience of leading and managing a class staff team including Teaching Assistants. (A)</p>
Knowledge, skills and understanding	<p>Excellent planning and assessment skills which consider individual needs of all pupils leading to excellent teaching and engagement (A/I)</p> <p>Strong commitment to the safeguarding of children and a dedication to child welfare and safety (A/I)</p> <p>Ability to reflect on own practice (I)</p> <p>Experience of leading a subject area or project with whole school impact. (A/I)</p> <p>Have proven ability to see the whole School big Picture and rise to the challenge of leading change. (A/I)</p> <p>A commitment to embed and develop strategies to support positive behaviour both with class and across the wider school community (A/I/R)</p> <p>Ability to differentiate tasks appropriately for classes of students with a range of needs (I)</p> <p>Knowledge of legislation in the field of education & special educational need (A/I/R)</p> <p>Knowledge & experience of devising/monitoring programmes, assessment, recording and reporting (A/I/R)</p> <p>Strong communication skills with colleagues, pupils and parents. (A/I/R)</p>	<p>Knowledge of specific SEN teaching strategies such as TEACCH use of Makaton and symbols for communication, PECS, etc. (A/I)</p> <p>Experience of planning and evaluating small-step targets for individual pupils with a range of learning needs and styles (A/I)</p> <p>Experience of using assessment systems for pupils working below age related expectations (A/I)</p> <p>Experience of working collaboratively with a multi-disciplinary team including health professionals, therapists, social workers. (A/I)</p> <p>Experience of managing people and driving outstanding provision for learners with additional and complex needs. (A/I)</p>

	<p>Ability to write detailed reports based on secure assessment (A/I)</p> <p>A sound knowledge of IT and how to use it to drive forward pupil progress (A/I)</p> <p>Good time management and organisational abilities with an ability to meet deadlines (A/I)</p> <p>A knowledge and understanding of targeted intervention programmes and their use to ensure gaps in attainment are addressed for individuals and groups of pupils. (A/I)</p>	
<p>Personal characteristics</p>	<p>Dedication to working with young people with complex learning difficulties (A/I)</p> <p>Resilience, humour, presence, empathy and perspective (A/I)</p> <p>An ability to manage situations of challenge with reflection leading to positive outcomes for all (A/I)</p> <p>A commitment to equal opportunities and inclusive practice (A/I)</p> <p>A commitment to personal professional development and an enthusiasm for developing knowledge and skills in working with pupils with complex needs and other SEN (A/I)</p> <p>A commitment to contributing to the rich, diverse and inclusive school community (A/I)</p> <p>Confident and calm personality with a creative and dynamic approach Proactive and flexible to changing needs (A/I)</p> <p>Able to maintain confidentiality (A/I)</p> <p>Actively participate in the development of Woodfield School in becoming a center of excellence (A/I)</p> <p>The capacity to grow and develop leadership skills (A/I)</p>	

Safeguarding Statement:

Woodfield School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. We welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.