



GOSDEN HOUSE SCHOOL

PERSON SPECIFICATION SEN Class Teacher – Primary Years

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

Requirements	Essential	Desirable
SKILLS, KNOWLEDGE & ABILITIES	<ul style="list-style-type: none"> • 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. • 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. • A thorough knowledge of the requirements of the National Curriculum and learning strategies for children of all abilities. • Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment. • Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review. • 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. • 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. • 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. • Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues. 	<ul style="list-style-type: none"> • Knowledge of strategies in managing difficult behaviour

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