**PERSON SPECIFICATION**

**SEN Secondary Teacher**

|  |  |
| --- | --- |
|  |  |
| **Requirements** |  **Essential** | **Desirable** |
| **EDUCATION AND EXPERIENCE** | * Qualified Teacher Status
* Evidence of emotional intelligence required to set an example to others and to lead a team of ads 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.
 | * Specific SEN qualification
* Knowledge of the SEN Code of Practice
* Skilled in supporting children with communication difficulties
* 1 year or recent experience of good/ outstanding teaching desirable, preferably across the Secondary phase and in at least one special school.
 |

|  |  |  |
| --- | --- | --- |
| **Requirements** |  **Essential** | **Desirable** |
| **SKILLS, KNOWLEDGE & ABILITIES****Skills, Knowledge and Abilities (continued)** | * 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.
* Competence and interest in specialist vocational field: Design and food technology.
* 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.
* An understanding of the responsibility of the class teacher with regard to the health and safety of pupils in their care; including safeguarding procedures.
* 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.
* An interest in the education of pupils with moderate and complex learning difficulties.
* Up to date with current legislation and initiatives and a comprehensive understanding of the National Curriculum.
* Effective IT skills.
 | * Knowledge of pastoral approaches when working with vulnerable young people.
* Understanding of a KS4 vocational curriculum at Entry Level.
* Understanding of the adult curriculum and paths into Post-16 for young people working below Entry levels.
* Knowledge of how to modify the National Curriculum.
* Expertise in one or more subject and/ or vocational areas.
* Management and leadership skills in managing class teams.
 |

|  |  |  |
| --- | --- | --- |
| **Requirement** | **Essential** | **Desirable** |
| **PERSONAL QUALITIES** | * 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 and pastoral 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.
 |  |