**PERSON SPECIFICATION**

**SEN Secondary Teacher**

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| **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. |

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| **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. |

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| **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. |  |