



Person Specification Class Teacher

Location:	Brooke School
Grade/Scale:	Teacher Main Scale 1 -6
Special Conditions:	None
Reporting to:	Head Teacher
Revised Date:	March 2025

Qualifications & Training		
Essential	Desirable	A/I/R
Honours degree and qualified teacher status.	An additional specialist qualification in SEND	A
Evidence of recent relevant professional development and training, including in safeguarding		A
Commitment to further develop own professional knowledge and skills.		A/I
Knowledge		
Knowledge and understanding of Special Educational Needs.		A/I
Knowledge and understanding of effective teaching and learning for pupils with special needs and the ability to promote high expectations for pupil outcomes throughout the school.		A/I
In-depth knowledge and experience of Child Protection & Safeguarding.	Recent training as Designated Safeguarding Lead. Knowledge and experience of Safer Recruitment procedures.	A/I
A thorough understanding of the Special Needs Code of Practice and its implications for pupils and families.		I
In-depth knowledge and understanding of the wider educational agenda, including current national policies and educational developments and statutory requirements.		I
A clear understanding of performance management of staff.	Experienced as an Appraiser A clear understanding managing capability, absence and conduct processes for staff	A/I

Experience & Skills		
Essential	Desirable	A/I/R
Experience of SEND	Substantial experience in a SEND environment.	A
Successful experience of monitoring, evaluating and improving the quality of teaching and learning.		A/I/R
An understanding of the Ofsted framework and recognition of the need for educational standards and practice to be quality assured via observation, learning walks etc.	Experience of Ofsted inspections	A/I
The ability to confidently converse with and demonstrate quality educational practice to Ofsted inspectors, School Improvement Partner, Senior Leaders etc.		A/I
Ability to work effectively with other services to support pupil achievement.		A/I
Experience of working in collaboration and/or partnership with Governors and/or Trustees, internal and external stakeholders, other educational bodies and the wider community to develop positive relationships and achieve strategic objectives.		A/I/R
	Proven track record of managing school self-evaluation and the ability to lead whole school improvement initiatives, which have a positive impact on pupil achievement	A/I/R
	Successful experience of effective strategic, financial and resource management to achieve educational priorities and ensure value for money.	A/I/R
Experience of managing and supporting a team of staff.		A/I/R
The ability to work collaboratively with other schools and agencies to develop partnerships, learning networks and employers.		I
Commitment to equal opportunities, inclusion, diversity and access for all, in order to ensure an open and transparent school culture.		A/I
The ability to develop and support innovative ideas in a school environment and drive them through to action.		A/I
Ability to self-evaluate and improve effectiveness and take responsibility for own professional development.		A/I

Personal/Other Qualities

Essential	Desirable	A/I/R
Personally resilient—able to deal with the challenges of the role and identify and seek support required.		I
Receptive to change and innovation.		I
Able to travel between school and Trust sites.		I
Fluent in the use of the English language.		I

Note - Method of Candidate Assessment: A=Application Form I=Interview R=Reference