

	Essential	Evidence base	Desirable	Evidence base
Professional Qualifications	1. Qualified Teacher Status	AF (DCSF No.)	1. Recent further relevant study.	AF
School specific needs	Ability to deliver excellent teaching and learning throughout the school within a broad and balanced curriculum. Experience in delivering <u>specialist subject to GCSE level.</u>	LA/I LA/I	1. Other specialisms will be considered.	AF
Teaching and learning	1. Ability to demonstrate positive relationships with pupils. 2. Ability to demonstrate areas of curriculum expertise and up-to-date knowledge of current curriculum and assessment requirements. 3. Ability to demonstrate the principles and practice of effective teaching and learning including assessment for learning. 4. Able to demonstrate effective practice to secure high standards of behaviour and attendance. 5. Developing teaching to meet personalised needs. 6. A competent practitioner with flair and enthusiasm for developing the curriculum creatively. 7. A secure understanding of the benefits of cross curricular links.	AF I/R LA/I/R R/I LA/R/I LA/R/I R/I	1. Good understanding of the use of new and emerging technologies in supporting teaching and learning 2. Experience in a creative curriculum 3. Good understanding of inclusion for all and means of ensuring good progress for pupils with disabilities and additional needs.	LA/I LA/I I I I

	<i>Essential</i>	<i>Evidence Base</i>	<i>Desirable</i>	<i>Evidence base</i>
<i>Personal qualities</i>	<ol style="list-style-type: none"> 1. Commitment to continual learning of all members of the school community. 2. Ability to work as a member of a flexible team and to develop positive working relationships. 3. Approachable and caring and able to deal sensitively with people. 4. Willing to go the 'extra mile' taking into account the importance of appropriate work-life balance. 5. Determination to ensure that children achieve the best that they possibly can. 6. The ability to form and maintain appropriate relationships and personal boundaries with children and young people. 7. Emotional resilience in working with challenging behaviour. 8. Be committed to the safeguarding of children, young people and vulnerable adults. 	<i>I</i> <i>I/R</i> <i>I/R</i> <i>I/R</i> <i>I</i> <i>LA/I</i> <i>LA/I/R</i> <i>LA/I/R</i> <i>LA/I/R</i>	<ol style="list-style-type: none"> 1. Creative thinker able to anticipate and solve problems. 2. Capacity for hard work with a high level of commitment and determination. 3. A willingness to be self-reflective on working practice and receive constructive advice and guidance from experienced colleagues. 4. An innovative and dynamic individual who can offer diverse learning experiences. 5. An individual who is attuned to the social, emotional and academic needs of students. 6. A person who can engage pupils both in and outside the classroom through a variety of learning experiences. Is able to encourage pupils to step outside of their "comfort zones" and promote learning through innovative and creative work. 7. Resilience and excellent behaviour management informed by a knowledge of Trauma and attachment. 8. Dynamic, enthusiastic personality capable of motivating pupils 	<i>I/R</i> <i>LA/I/R</i> <i>LA/I/R</i> <i>I/R</i> <i>LA/I/R</i> <i>I/R</i> <i>I/R</i> <i>LA/I/R</i>

	Essential	Evidence Base	Desirable	Evidence base
Professional knowledge	<ol style="list-style-type: none"> 1. Knowledge and understanding of the SEN code of practice. 2. Evidence of understanding of relevant special educational needs - notably SEMH, ADHD, ASD, Nurture Principles and Attachment/Trauma Difficulties. 3. Understanding of the changes in curriculum and assessment in 'life after levels'. 	<i>I/LA</i> <i>I</i> <i>LA/I/R</i>	<ol style="list-style-type: none"> 1. Knowledge of therapeutic approaches and interventions 2. Evidence of the necessity of differentiation in accounting for students' needs and significant learning barriers. 	<i>I/R</i> <i>LA/I/R</i>
	Essential	Evidence Base	Desirable	Evidence base
Experience	<ol style="list-style-type: none"> 1. Experience of working with SEN students. 2. Experience of supporting children within a pastoral role. 3. Experience of establishing positive relationships with CYP who display challenging behaviour. 4. Experience as a subject coordinator. 	<i>LA/I</i> <i>LA/I</i> <i>LA/i</i> <i>LA/I</i>	<ol style="list-style-type: none"> 1. Experience of working with students with social, emotional, behavioural and mental health needs. 2. Experience of planning bespoke behavioural interventions and use of associated rewards and sanctions systems. 	<i>I/R</i> <i>LA/I</i>
Safeguarding	<p>In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:</p> <ol style="list-style-type: none"> 1. Motivation to work with children and young people. 2. Ability to form and maintain appropriate relationships and personal boundaries with children and young people. 	<i>LA/I</i> <i>I</i>	<ol style="list-style-type: none"> 1. Experience of using on-line safeguarding reporting systems. 2. Relevant safeguarding training including L1 and KCSIE 	<i>LA/I</i> <i>LA/I</i>

	3. Emotional resilience in working with challenging behaviours. 4. Attitudes to use of authority and maintaining discipline	LA/I I		
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Key: *A F = Application Form I = Interview/tests R = References L A = Letter of Application*