

# Person Specification

This table lists the essential and desirable requirements needed in order to perform the job effectively.

Candidates will be shortlisted based on the extent to which they meet these requirements.

**Essential:** Requirements without which the job could not be done.

**Desirable:** Requirements that would enable the candidate to perform the job well.

**Evidence:** **A** = Application Form, **I** = Interview, **R** = Reference.

	Essential	Desirable	Evidence
<b>Qualifications and Professional Development</b>			
Qualified Teacher Status	X		A,I
Degree	X		A,I
Evidence of continuous INSET and commitment to further professional development	X		A,I,
Evidence of recent and relevant SEN qualifications / training	X		A,I
The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection.	X		A,I,R
GCSE or equivalent in English and Maths	X		A,I
<b>Experience</b>			
Experience of working with children with a range of SEN, including those with dyslexia and/or autism	X		A,I,R
Experience working across the primary age range Working in partnership with parents.	X		A,I,R
The ability to communicate effectively in a verbal and written form to a range of audiences.	X		A,I,R
Effective administrative and organisational skills	X		A,I,R
Working closely with parents, Learning Support Assistants and other professionals	X		A,I,R
The monitoring, assessment, recording and reporting of pupils' attainment and progress.	X		A,I,R
The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)	X		A,I,R

Ability to plan, teach and assess effectively a range of pupils, including those working at P levels	X		A,I,R
Understanding of and ability to use teaching and learning strategies appropriate for Children with SEN	X		A,I,R
A knowledge of strategies that enable the teacher to teach mixed ability pupils within the same class and provide work which is differentiated to cater for the entire ability range	X		A,I,R
To have a clear understanding of the National Curriculum and its application.	X		A,I,R
To motivate and inspire pupils	X		A,I,R
Working as part of a team to achieve objectives	X		A,I,R
The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)	X		A,I,R
The monitoring, assessment, recording and reporting of pupils' attainment and progress.	X		A,I,R
The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)	X		A,I,R
<b>Professional Knowledge and Understanding</b>			
Ability to deal in a calm and confident manner with behavioural issues	X		A,I,R
Ability to work with children from a wide range of social and cultural backgrounds.	X		A,I,R
Knowledge and understanding of: The preparation and administration of statutory links between schools, especially partner schools	X		A,I,R
Commitment to providing an effective learning environment appropriate to the need and abilities of all pupils.	X		A,I,R
<b>Personal Skills and Attributes</b>			
Ability to have positive interactions with adults and children of all ages	X		A,I,R
Able to maintain confidentiality at all times about school issues, within school and in the wider community.	X		A,I,R
Passionate about Learning and Teaching.	X		A,I,R
Ability to cope with the pressures of a demanding management position	X		A,I,R
A willingness to work throughout the Primary School.	X		A,I,R
Ability to communicate orally and in writing to a wide range of audiences, including outside agencies	X		A,I,R

Ability to manage effectively pupil discipline and have a commitment to a high level of pastoral care, working knowledge of ICT for teaching and administrative purposes	X		A,I,R
Promote the school's aims positively, and use effective strategies to monitor motivation and morale	X		A,I,R
Ability to work with and deploy staff and resources effectively	X		A,I,R
Ability to deal sensitively with people and resolve conflicts.	X		A,I,R
Ability to set high standards and provide a role model for staff and pupils.	X		A,I,R
Develop good personal relationships within a team.	X		A,I,R
Establish and develop close relationships with parents, governors and the community.	X		A,I,R
Effective administrative and organisational skills	X		A,I,R
Displays warmth, care and sensitivity in dealing with children.	X		A,I,R
Open minded, self-evaluative and adaptable to changing circumstances and new ideas	X		A,I,R
Able to enthuse and reflect upon experience	X		A,I,R
Willingness to be involved in the wider life of the school	X		A,I,R
Ability to prioritise	X		A,I,R
Good interpersonal/communication skills	X		A,I,R
Ability to deal effectively with minor accidents and injuries	X		A,I,R
<b>Other</b>			
A willingness to promote the ethos of the school	X		A,I,R
Commitment to the School's Equal Opportunities Policy and Acceptance	X		A,I,R
An Enhanced DBS clearance is essential	X		A,I,R
A good health and attendance record	X		A,I,R
Comply with the Trust's No Smoking at work, alcohol at work and health & safety policies	X		A,I,R