

## Woodlands School

***'A Courageous and Confident Learning Community'***

### Person Specification – Teacher

<p><b>Qualifications</b></p> <ol style="list-style-type: none"> <li>1. Qualified Teacher Status</li> <li>2. Eligibility to obtain Qualified Teacher Status.</li> <li>3. Evidence of intention to complete teacher training within 3 years.</li> <li>4. Evidence of further relevant study and additional qualifications within a relevant field of study.</li> </ol>	<p><b>D</b></p> <p><b>E</b></p> <p><b>E</b></p> <p><b>D</b></p>
<p><b>Experience</b></p> <ol style="list-style-type: none"> <li>1. Experience of working with children with special educational needs and/ or with children in the early years of education.</li> <li>2. Experience of leading a curriculum area and delivering a highly differentiated curriculum.</li> <li>3. Experience of working within a multidisciplinary setting.</li> <li>4. Experience of effective working in partnership with parents</li> <li>5. Experience of productive and accurate use of formative and summative assessment, including P levels assessment and/or Early Years Foundation Stage profile, to monitor progress, set targets, and plan subsequent lessons.</li> </ol>	<p><b>E</b></p> <p><b>D</b></p> <p><b>E</b></p> <p><b>E</b></p> <p><b>E</b></p>
<p><b>Knowledge and Skills</b></p> <ol style="list-style-type: none"> <li>1. Knowledge of the National Curriculum and Early Years Foundation Stage and its application to children with severe and complex learning difficulties including autism.</li> <li>2. Good ICT skills and knowledge of how to use ICT to support children’s learning.</li> <li>3. An understanding of safeguarding and child protection issues and the ability to create a safe environment in which children can thrive.</li> <li>4. An understanding of the value of inclusive practice for the development of children with learning difficulties.</li> </ol>	<p><b>D</b></p> <p><b>E</b></p> <p><b>E</b></p> <p><b>E</b></p>

<p>5. An understanding of the value of working partnerships with parents and carers including the support to learning in the home environment</p>	<p><b>E</b></p>
<p><b>Abilities</b></p> <ol style="list-style-type: none"> <li>1. Ability to use, differentiate and evaluate distinctive teaching approaches to engage and support pupils including those with special educational needs in the delivery of good and outstanding teaching</li> <li>2. Ability to set high expectations which inspire, motivate and challenge pupils</li> <li>3. Ability to develop effective professional relationships with colleagues and experience of leading, supporting and developing support staff</li> <li>4. Ability to work to deadlines</li> <li>5. Ability to recognise the signs and symptoms of stress in self and others and to respond appropriately</li> <li>6. Ability to manage behaviour effectively to ensure a good and safe learning environment</li> <li>7. Ability to take responsibility for improving teaching skills through self-reflection, responding to advice and feedback from colleagues and appropriate professional development</li> <li>8. Ability to support colleagues using a coaching and mentoring approach</li> </ol>	<p><b>E</b></p> <p><b>E</b></p> <p><b>E</b></p> <p><b>E</b></p> <p><b>E</b></p> <p><b>E</b></p> <p><b>E</b></p> <p><b>E</b></p>
<p><b>Equal Opportunities</b></p> <ol style="list-style-type: none"> <li>1. Treating pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>2. Showing tolerance of and respect for the rights of others</li> </ol>	<p><b>E</b></p> <p><b>E</b></p>

**E – Essential**

**D – Desirable**