**PERSON SPECIFICATION**

**Please ensure that you provide evidence and examples on the application form of having achieved all the essential criteria and, where possible, the desirable criteria.**

**AF = Application form I = Interview LO = Lesson Observation**

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| **ATTRIBUTES** | **ESSENTIAL** | | **DESIRABLE** | |
| **Qualifications and experience** | UK Qualified Teacher Status.  Successful experience of teaching children, including disadvantaged and vulnerable groups, in mainstream nurseries, schools or settings and/or special education. | AF  AF | Additional qualifications, e.g. NPQ or a Higher qualification in education e.g. MEd  Evidence of successful and sustained teaching in an additional needs setting. | AF  AF |
| **Leading, managing and working in a team** | Experience of successful collaboration or partnership working with a multi-professional team to raise pupil achievement.  Ability to work as a team player to remove or reduce barriers to learning for pupils with special educational needs.  Proven ability to lead colleagues to achieve a stated education aim/objective e.g. leading a class team to achieve the lesson objectives by the end of a lesson. | AF I  AF I LO | Experience of reporting / accountability for pupil achievement to governing body and other stakeholders.  Experience of contributing to EHC Planning and annual reviews.  Proven ability to successfully motivate, lead, manage, direct, challenge and support colleagues to achieve wider targets to secure school improvement e.g. a School Improvement Plan target area. | AF  AF  AF |
| **Leading learning and promoting pupil well-being and mental health** | Evidence of setting high expectations of achievement which inspire, motivate, and challenge pupils to achieve their full potential.  Proven ability to successfully plan, motivate, lead, deliver, record, and assess the learning of individual pupils or groups of pupils to achieve excellent education outcomes within a class or school/nursery setting.  Knowledge of effective and innovative teaching and learning strategies, including phonics, for pupils with a range of strengths and special educational needs.  Evidence of excellent subject and curriculum knowledge which have resulted in good/outstanding pupil achievement, including the use of ICT.  Evidence of Continuing Professional Development.  Experience of developing positive relationships with pupils to support engagement and progress.  Experience of establishing and maintaining positive links with families and carers to ensure the best possible outcomes for pupils.  Evidence of the ability to promote “pupil voice” within school and the community to enhance pupils’ independence and self-esteem.  Excellent written and oral communication skills.  Evidence of excellent organisational ability, time management and ability to prioritise tasks. | AF I LO  AF I  AF I LO  AF I LO  AF I LO  AF I LO  AF I  AF I LO  AF I | Experience in the use of appropriate assessment tools.  Experience in the use of appropriate data trackers.  Evidence of outstanding/leading practice in ICT or another curriculum area. | AF  AF  AF |
| **Safeguarding, risk assessment, health and safety, behaviour management** | Excellent knowledge and understanding of safeguarding and child protection policy, procedures and practice including for looked-after children.  An understanding of the Prevent duty.  Evidence of knowledge and application of risk assessment.  Excellent knowledge and understanding of health and safety policy, procedures, and practice.  Experience of the successful management of challenging behaviour e.g. the development of Individual Behaviour Plans. | AF I  AF I  AF I  AF I  AF I | Evidence of additional training in child protection eg Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), Fabricated or Induced Illness (FII), Honour-based violence (HBV)  Additional training in health and safety e.g. as a fire marshal, Educational visits Co-ordinator (EVC) | AF  AF |
| **Code of Conduct** | Commitment to all aspects of Equal Opportunities and Equality / Diversity.  Evidence of commitment to school as a community including upholding the school’s policies and practices, maintaining high standards of ethics and behaviour inside and outside school, and acting within statutory frameworks.  Evidence of maintaining high standards in attendance and punctuality (as set out in Teacher Standards) | AF I  AF I  AF I | Evidence of promoting school values and ethos in the local community. | AF |