

**DURHAM TRINITY SCHOOL AND SPORTS COLLEGE
GENERIC SEN TEACHER
PERSON SPECIFICATION AND CRITERIA FOR SELECTION**

| CATEGORY | ESSENTIAL | DESIRABLE | WHERE IDENTIFIED |
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| APPLICATION | <ul style="list-style-type: none"> • Fully completed Durham County Council Teacher Application form including additional information for person specification and job description • Two fully supported professional references (one of which should be from current or most recent employer) | | <ul style="list-style-type: none"> ~ Application Form ~ References |
| QUALIFICATIONS | <ul style="list-style-type: none"> • Qualified Teacher status • Degree | <ul style="list-style-type: none"> ◇ National Professional Qualification ◇ Additional post graduate qualification in SEN ◇ Either evidence of further study - this could be ongoing and/or further professional qualifications | <ul style="list-style-type: none"> ~ Application |
| EXPERIENCE | <ul style="list-style-type: none"> • A record of successful teaching pupils with moderate, severe and complex learning difficulties and autism spectrum conditions • Experience of managing the requirements of SEN Code of Practice • Successful experience working with other professionals/other agencies • Experience of working successfully and co-operatively as a member of a team in a school • Experience of successful raising pupil achievement • Ability to demonstrate high standards of classroom practice. | <ul style="list-style-type: none"> ◇ Experience of teaching in a special school ◇ Experience of coordinating a subject ◇ Experience of supporting transition. ◇ Teaching experience in a Primary School or delivering a semi-formal curriculum within a Secondary School/dept. ◇ Teaching experience in Early Years or a Primary class delivering a semi-formal curriculum. | <ul style="list-style-type: none"> ~ Application Form ~ References ~ Interview |
| PROFESSIONAL DEVELOPMENT | <ul style="list-style-type: none"> • Attendance at courses covering EYFS, SEND and/or curriculum issues within the last two years • Successful performance management within the last 2 years. | <ul style="list-style-type: none"> ◇ Evidence of active interest in staff development | <ul style="list-style-type: none"> ~ Application Form ~ References ~ Interview |

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| SKILLS | <ul style="list-style-type: none"> • Ability to communicate effectively in a variety of situations • Ability to account to stakeholders and hold others to account • Ability to undertake self-evaluation and use pupil performance data to identify and set relevant targets. | <ul style="list-style-type: none"> ◇ Makaton trained ◇ Thrive trained ◇ Team Teach trained | <ul style="list-style-type: none"> ~ Application Form ~ References ~ Interview |
| SPECIAL KNOWLEDGE | <ul style="list-style-type: none"> • A clear vision and understanding of the requirements of SEND pupils including statutory requirements • Understanding and knowledge of current issues in education • Practical understanding of the range of behaviour and SEND pupils present and the support they require to meet their needs to access the curriculum. • Detailed knowledge of the structure and content of the National Curriculum and the appropriate curriculum modifications required by pupils with a range of moderate, severe and/or complex SEN including those with Autism Spectrum Conditions • A clear vision and understanding of the needs of pupils with special needs • Practical understanding of the range of behaviour that SEN pupils (including those experience childhood trauma or ACES) present and knowledge and experience of a range of strategies to manage this. • Ability to model the core vision and values of the school on a daily basis • Be able to identify and support your own and others well-being | <ul style="list-style-type: none"> ◇ Knowledge of administrative procedures for end of Key Stage examinations/ accreditations and data inputting. | <ul style="list-style-type: none"> ~ Application Form ~ References ~ Interview |
| PERSONAL ATTRIBUTES | <ul style="list-style-type: none"> • Level of resilience that enables you to model appropriate response to pupils and staff when faced with challenging circumstances. • Ability to demonstrate enthusiasm and sensitivity whilst working with others • Ability to initiate and manage change • Ability to work with parents as partners • Evidence of being able to build and sustain effective working relationships with staff, Governors, parents, other agencies and the wider community • Demonstrate resilience and optimism with a sense of humour | | <ul style="list-style-type: none"> ~ Application Form ~ References ~ Interview |

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| | <ul style="list-style-type: none">. Caring attitude towards pupils and parents. Flexibility and adaptability in order | | |
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In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours and situations;

Any relevant issues arising from references will be taken up at interview.

This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment.