Person Specification - Teacher

	Essential Criteria	Desirable Criteria
Qualifications	• Qualified Teacher Status	• Additional accreditation/qualifications in teaching pupils with SEND
Professional attributes	• Strong commitment to school values and ethos • Positive, professional role model with high expectations for self and others • Enthusiastic, creative and curious • Reliable and hard working • Participates in and contributes to school improvement • Active contribution to and implements school policies and procedures • Establishes professional supportive relationships with parents/carers, other professionals and colleagues • Willingness to assist and participate in the wider aspects of school life	• Experience of working in partnership with parents and multi-agency professionals • Evidence of impact from continued professional development
Professional knowledge and understanding	• Exemplary classroom practitioner • Detailed knowledge of suitable teaching and learning strategies for pupils with SEND • Ensures curriculum coverage, continuity and progression in the curriculum, for all pupils • Understands how pupils' learning is affected by their physical, intellectual, emotional and social development • Uses a range of different delivery styles to meet the needs of the learners • Successfully delivers inclusive practice to ensure equal opportunities for all • Uses assessment effectively to set clear targets for pupil achievement and to inform future learning • Has led off-site educational activities to support and enrich learning	• Knowledge of SEND requirements and practice • Teaching experience in SEND including ASD, PMLD, SLD and CCLD • Knowledge of child development • Experience of a total communication approach • Experience of implementing the principles and practices in positive behaviour support • Experience of participating in curriculum development • Experience of leading and managing a subject/curriculum area
Professional skills	• Works well in a team • Readiness to identify and respond to new challenges • Able to line manage teaching assistants and to involve them in the planning and assessment of pupils' learning • Selects teaching materials appropriately and makes good use of resources • Creates an effective and stimulating learning environment • Secures a good standard of behaviour in the classroom by establishing appropriate rules and high expectations of behaviour within the context of the school's positive behaviour policy • Confident ICT user • Knows how to present reports and information to parents/carers • Ensures that the learning environment is safe and that risks are adequately assessed	• Experience of managing support staff in a special school or mainstream school context • Experience of supporting professional development of other staff • Experience of resource allocation and budget management