

Person Specification

Attributes	Essential	Desirable
Application	- Well structured and presented supporting letter indicating beliefs and understanding of important educational issues - Fully supported in reference	
Qualifications	Qualified teacher status	- Recognised qualification in the education of pupils with SEN - Up to date Food Hygiene and Safety Certificate
Experience	Experience of working successfully and co-operatively as part of a team within a school	- Experience of teaching pupils with special educational needs - Experience of working as part of a multi-professional team - Experience of working with pupils in Key Stages 2, 3 & 4 - Experience of teaching Food Technology at Key Stage 2, 3 & 4
Skills and Knowledge	- Ability to communicate effectively in a variety of situations - Ability to work as part of a multi-professional team - Proven classroom management skills - Ability to teach a variety of subjects within the school to pupils with a wide range of learning difficulties - Ability to motivate and inspire learners - Ability to lead, and work as part of a supportive and effective team - A strong commitment to improving professional practice through on going and appropriate professional development - A clear vision and understanding of the requirements of pupils with special educational needs - Understanding and knowledge of current issues relating to education. - A good, up to date knowledge of a range of teaching, learning and behaviour management strategies and how to adapt them	- Evidence of managing one or more curriculum areas - Experience of delivering Food Technology Entry Level or equivalent accreditation - Evidence of relevant professional development - Practical understanding of the range of behaviour that pupils with SEN present - Knowledge of the National Curriculum at Key Stages 3 and 4 - Knowledge of accreditation relevant to pupils with learning difficulties
Personal Qualities	Ability to demonstrate enthusiasm and sensitivity whilst working with others.	

	• Ability to manage change • Ability to work with parents as partners • Evidence of being able to build and sustain effective relationships with staff, governors, parents, other agencies and the wider community • Flexibility and adaptability in order to be able to mix and work with a wide range of people • Personal resilience	
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