cleaswell hill school
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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, organised and hard working • Actively participates in and contributes to professional development and school improvement • Adherence to school policies and procedures • Establishes professional, supportive and collaborative relationships with parents/carers, other professionals and colleagues • Willingness to assist and participate in the wider aspects of school life • Demonstrates a commitment to meeting and upholding the Teachers Standards (2021)	• 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 • Plans, leads and evaluates enrichment and off-site educational activities to enhance learning • A clear understanding of safeguarding responsibilities and the protection of vulnerable children, including confidentiality and data protection	• 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, lead, direct and support teaching assistants to maximise pupil outcomes • 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 policies • Confident ICT user • Maintains and monitors accurate records of attendance, progress and achievement • Communicates efficiently and effectively with parents and 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 • Experience of contributing to EHCP reviews