Primary Class Teacher

Person Specification

Please state, **in numerical order**, how you meet the following selection criteria. Candidates will be short listed entirely on the basis of the extent to which they meet the criteria in their application form. Please ensure that you address every aspect, in turn, and number them under each heading.
All elements are essential unless otherwise stated. Where 'desirable' is stated, only comment if you have the appropriate skills or experience. Desirable criteria may be gained after employment with the academy.
Please ensure that your supporting statement is **no more than two sides of typed A4**.

AREA	REQUIREMENTS	DESIRABLE
Qualifications	Qualified Teacher Status (or QTS anticipated)	Additional SPLD qualification or experience of learners with SEMH in a primary setting. Safe Handling training
Teaching Experience	Recent successful experience of working with and/or teaching learners with special educational needs within a school setting.	Experience in supporting behaviour and use of de-escalation strategies following a person centred approach.
Professional Skills	Proven ability to demonstrate excellent classroom practice. Proven ability in working successfully as part of a staff team. Evidence of knowing how to evaluate one's own strengths and weaknesses. Evidence of effective partnership working with parents and carers.	Evidence of successful multi-agency working. Ability to lead the school in curriculum development and effective teaching of a given subject.
Knowledge	Knowledge and experience of current good practice and curriculum developments in special **and** mainstream primary education provision. Knowledge of how the National Curriculum Programmes of Study can guide curriculum planning. Knowledge of child development. More extensive knowledge of and/or interest in at least one curriculum area. Knowledge of successful practice in teaching learners on the autistic spectrum or social,	Knowledge of a range of methods to support curricular access and development

	emotional mental health including the ability to promote appropriate behaviour. Firm commitment to one's own continuing professional development.	
Personal Skills	**Proven ability to:** Generate enthusiasm for new ideas in both learners and staff and inspire others with confidence. Communicate effectively to groups and individuals, both orally and in writing. Demonstrate a flexible approach to a variety of issues and a willingness to actively listen to others. Analyse situations, to prioritise and to help to implement realistic solutions. Provide advice and guidance to parents in a positive and clear manner. Remain calm when working under pressure.	
Philosophy	Commitment to the provision of high quality education and pastoral care for all learners. Expectation of high learner achievement. Commitment to the safeguarding of children and young people. Evidence of understanding and commitment to equality of opportunity and respect for learners' individual differences. Commitment to family partnership in education and developing links between school, home & the community.	