



## SEN Specialist Teacher - Person Specification

Criteria	Essential	Desirable	Evidence
<b>Qualifications, Skills and Knowledge</b>			
DFE recognised qualified teacher status (QTS)	Y		Cert
Good knowledge of current thinking and practice in education	Y		A/I
Commitment to continuous improvement /CPD	Y		A/I
Commitment to inclusive practise	Y		A/I
Good understanding of curriculum frameworks and guidance	Y		A/I
Knowledge of successful strategies for improving the quality of provision and pupils' learning and progress	Y		A/I
Knowledge of assessing and tracking pupils' progress through Assessment for Learning and Summative Assessment	Y		A/I
Knowledge of assessment practise and pupil tracking	Y		A/I
Excellent numeracy and literacy skills with the ability to complete written reports	Y		A/I
<b>Experience</b>			
Experience of working with children and young people with Special Educational Needs and Disabilities	Y		A/I
Experience of personalising learning to reflect the interests and needs of individual children and young people	Y		A/I
Recent teaching experience in a primary or special school	Y		A
Evidence of significant development of a curriculum area or aspect of school provision		Y	A/I
Evidence of successful work with parents carers and wider community	Y		A/I
<b>Thinking Ability</b>			
Ability to deliver high quality teaching and learning	Y		A/I/R
Good understanding of positive behaviour management	Y		A/I
Good understanding of curriculum development and innovation	Y		A/I
Ability to organise and supervise the work of the Class Team	Y		A/I
The capacity to use ICT to improve the quality of provision		Y	A
Ability to develop learning outside the classroom and beyond the school and school-day		Y	A/I



<b>Personal Effectiveness</b>			
Excellent communication skills	Y		A/R/I
Good interpersonal skills	Y		A/R/I
A team player with a collaborative approach to working	Y		A/R/I
Resilient and easily adaptable to change	Y		A/R/I
Positive, ambitious and forward looking	Y		A/R/I
Ability to manage own time, prioritise tasks and proven organisational skills	Y		A/R/I
Passionate and enthusiastic about making a difference	Y		A/R/I
Honest and Integrity	Y		A/R/I
Child centred and committed to achieving the best outcomes for pupils	Y		A/R/I
Ability to form respectful and trusting relationships with a range of people including parents and carers	Y		A/R/I
Capacity to motivate, inspire and challenge children, young people. Self and others	Y		A/R/I
<b>General</b>			
The flexibility to meet the full range of job requirements	Y		A/R/I
A commitment to safeguarding and promoting the welfare of children and young people	Y		A/R/I
Commitment to the schools aims and values	Y		A/I
Demonstrate a firm commitment to the concept of Multi-Academy trust and desire to see the trust flourish and expand in a sustainable manner	Y		A
An understanding of and commitment to equal opportunities	Y		R/I
Good attendance record in current employment (not including absences resulting from a disability)	Y		R