

FEN DITTON COMMUNITY PRIMARY SCHOOL

PERSON SPECIFICATION SEND TEACHER

FACTORS	ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL	HOW IDENTIFIED
<u>QUALIFICATIONS</u>	Qualified teacher status.	Any additional qualifications relating to SEN Evidence of continuous professional development	Application form
<u>EXPERIENCE</u>	<p>Experience of successfully supporting pupils with a range of special educational needs in mainstream or special educational needs settings</p> <p>Evidence of further professional development in issues related to special education needs or learning disabilities</p> <p>Knowledge of commonly used resources and strategies to support pupils with a range of special educational needs</p> <p>Working in partnership with parents.</p> <p>Working collaboratively with school colleagues leading a subject area or team of people.</p> <p>Experience working with a range of professionals</p> <p>Experience of curriculum planning and assessment.</p>	<p>Experience of working in a special school</p> <p>Experience teaching across phases, including Early Years</p> <p>Leading curriculum development</p>	<p>Application form</p> <p>Letter of Application</p> <p>Interview</p> <p>References</p>
<u>KNOWLEDGE AND UNDERSTANDING</u>	<p>Knowledge and experience of using SEN Support Plans and EHCPs</p> <p>An awareness of the importance of carrying out effective observation, assessment and record keeping, and ensuring that adequate records are kept of the individual children's progress, and that information is used as the basis for planning the curriculum.</p> <p>Ability to plan, teach and adapt lessons to meet pupil needs.</p>	<p>Understanding of SEN legislation and policy</p> <p>Recognized SEN assessment approaches.</p> <p>Strong knowledge of teaching phonics</p> <p>Used a therapeutic approach E.g., STEPs</p>	<p>Letter of Application</p> <p>Interview</p>

	<p>A good understanding of positive approaches to behaviour management.</p> <p>Knowledge and Understanding of:</p> <ul style="list-style-type: none"> • Providing effectively for the individual needs of all children organisation and learning strategies (e.g. classroom); • The National Curriculum requirements for key stage 1 and 2 • Monitoring, assessment, recording and reporting of pupils' progress <p>Knowledge and experience of safeguarding children.</p>		
<u>SKILLS</u>	<p>Proven ability in the implementation, modification and development of a curriculum for pupils who have SEND.</p> <p>The ability to work in a team and to develop good personal relationships within all staff and pupils.</p> <p>The ability to model strategies and deliver training to colleagues.</p> <p>Able to promote the school's aims positively and use effective strategies to support motivation and morale.</p> <p>The ability to communicate effectively (both orally and in writing) to a variety of audiences.</p> <p>Be able to create a happy, challenging and effective learning environment.</p> <p>Have the ability to lead a curriculum area.</p> <p>Have the ability to motivate staff and pupils and to convey enthusiasm and a love for learning and teaching.</p> <p>Be a confident communicator and user of ICT.</p>	<p>Something to offer for an extra-curricular club</p> <p>Be able to demonstrate a good knowledge of current educational issues.</p>	<p>Application form</p> <p>Supporting letter</p> <p>Interview</p> <p>References</p>
<u>PERSONAL QUALITIES</u>	<p>A reflective practitioner</p> <p>Sensitive to the needs of children and ability to provide support where necessary</p>	<p>Interests outside of school that might contribute to the wider experiences and opportunities for pupils.</p>	<p>Interview</p> <p>References</p>

	<p>The ability to cope with the stress of working with pupils with complex needs.</p> <p>Ability to work in partnership with families, the Governing Body, staff, relevant agencies, Trust colleagues and the local community</p> <p>Intellectual ability, ambition, motivation and vision.</p> <p>Energy, imagination, enthusiasm, perseverance and personal commitment.</p> <p>Flexible, team player.</p> <p>High expectations and high standards.</p> <p>Good communications skills and a sense of humour.</p> <p>Commitment to raising achievement, attainment and aspirations.</p> <p>Personal and professional commitment to the philosophies of both the school and primary trust improvement and effectiveness.</p> <p>Ability to work under pressure and remain positive, enthusiastic and resilient.</p> <p>Adaptability to changing circumstances and new ideas</p> <p>Creative and imaginative thinking, in order to anticipate problems and identify opportunities.</p>		
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