

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

	<b>CRITERIA (Essential/Desirable)</b>
<b>EDUCATION AND TRAINING</b>	<ul style="list-style-type: none"> <li>• Qualified teacher with relevant subject knowledge and experience. <b>E</b></li> <li>• Subject specialism. <b>E</b></li> <li>• Evidence of continuing professional development. <b>E</b></li> <li>• Evidence of further relevant professional study relating to education, SEN (Advanced Diploma, Masters, NPQH etc). <b>D</b></li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>• Able to facilitate consistently outstanding outcomes for learners. <b>E</b></li> <li>• Able to establish work priorities both personal and organisational. <b>E</b></li> <li>• Basic understanding of child development and learning. <b>E</b></li> <li>• Ability to relate well to children and adults. <b>E</b></li> <li>• General awareness of inclusion, especially within a school setting. <b>E</b></li> </ul>
<b>KNOWLEDGE AND EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Ability to provide support for students, including those with complex Social, Emotional &amp; Mental Health (SEMH) needs ensuring their safety and access to learning activities. <b>E</b></li> <li>• An excellent facilitator of learning who has achieved excellent outcomes for their students, and has a sound understanding of how young people learn. <b>E</b></li> <li>• A consistently good or outstanding English teacher <b>E</b></li> <li>• Proven success in teaching and managing children with SEND in mainstream and/or specialist settings. <b>E</b></li> <li>• A detailed knowledge of the National Curriculum and experience in planning, delivery and assessment. <b>D</b></li> <li>• Proven success managing student assessment, attainment and accreditation and reporting outcomes to a range of audiences. <b>E</b></li> <li>• Sound in the knowledge and application of appropriate professional boundaries for school staff. <b>E</b></li> <li>• Experience of successfully operating systems and strategies for promoting high standards in classroom discipline, management and organisation, based on mutual respect. <b>E</b></li> </ul>
<b>SKILLS AND ABILITIES</b>	<ul style="list-style-type: none"> <li>• Ability to work cooperatively within and across staff teams, towards a shared vision for school improvement, and a creative approach towards problem-solving. <b>E</b></li> <li>• Ability to provide an excellent role model for students, to empathise with them and inspire in them a commitment to learning. <b>E</b></li> <li>• Ability to present the school in a positive way and work collaboratively with a range of audiences and professionals. <b>E</b></li> <li>• Ability to plan and prioritise tasks, and work to agreed deadlines. <b>E</b></li> <li>• Ability to assimilate, analyse and interpret key documents and information to inform planning and implement initiatives. <b>E</b></li> <li>• Good organisational skills. <b>E</b></li> <li>• Competent ICT skills for teaching and educational administration. <b>E</b></li> </ul>
<b>PERSONAL ATTRIBUTES</b>	<ul style="list-style-type: none"> <li>• Honesty, integrity, empathy, humility, humour, respect and openness. <b>E</b></li> <li>• Flexibility, and ability to adapt to changing circumstances and new ideas. <b>E</b></li> <li>• A liking and genuine respect for young people who can sometimes be challenging. <b>E</b></li> <li>• Values and had respect for all members of the school community including students, other staff, parents and governors. <b>E</b></li> <li>• A good work attendance record and strong emotional resilience. <b>E</b></li> <li>• Ability to partake in positive handling interventions when required, and/or willingness to acquire the necessary qualifications to do so. <b>E</b></li> </ul>
<b>EQUAL OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>• An understanding and sensitivity to discrimination experienced by members of minority groups and a commitment towards equal opportunities and reducing this. <b>E</b></li> </ul>