

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.

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

