

**Person Specification for Classteacher for students with
complex needs (ASD, SLD, PMLD)
Marlborough School**

| Criteria or Requirements | Method of Assessment | Short-listing criteria |
|--|---|---|
| 1. QUALIFICATIONS <ul style="list-style-type: none"> • Qualified Teacher Status or Qualified Teacher Learner Status | AF | Essential |
| 2. EXPERIENCE <ul style="list-style-type: none"> • Experience of working with students with SEN • Experience of working with students with complex learning and physical needs • A track record of excellent classroom practice • Commitment to own professional development | AF/R AF/R AF/I/ R AF/I | Essential Desirable Essential Desirable |
| 3. KNOWLEDGE AND UNDERSTANDING of <ul style="list-style-type: none"> • An interest and knowledge-base relating to SEN and complex needs • A wide range of pedagogy and specialist interventions to effectively meet the needs of students with complex learning and physical needs. • The monitoring, assessment, recording and reporting of pupils' progress • The effective use of target setting for students • The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Safeguarding | AF/I/ R AF/I/ R AF/I/ R AF/I/R AF/I/R | Essential Desirable Essential Essential Essential |
| 4) ABILITIES The candidate will be able to: <ul style="list-style-type: none"> • Promote the school's aims positively • Develop excellent personal relationships within a team • Establish and develop positive relationships with parents, governors and the community • Communicate effectively (both orally and in writing) to a variety of audiences | AF/I AF/I/R AF/I/R AF/I/R | Essential Essential Essential Essential |

| | | |
|--|---------|-----------|
| <ul style="list-style-type: none"> • Create a safe, happy, healthy, challenging and effective learning environment. • Use ICT for planning, assessment, record keeping and analysis purposes | AF/I | Essential |
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| 4. PERSONAL REQUIREMENTS | | |
| <ul style="list-style-type: none"> • Organised, resourceful, an excellent time keeper, approachable, committed, empathetic, enthusiastic. | AF/I/R | Essential |
| <ul style="list-style-type: none"> • An ability to make learning fun. | AF/I/ R | Essential |
| <ul style="list-style-type: none"> • High expectations for achievement | AF/I/ R | Essential |
| <ul style="list-style-type: none"> • A calm, caring, sensitive and supportive approach to students and adults | AF/I/R | Essential |
| <ul style="list-style-type: none"> • Flexible and willing to take on new challenges. | AF/I/R | Essential |
| 5. OTHER REQUIREMENTS | | |
| <ul style="list-style-type: none"> • Commitment to the Council's Equal Opportunities Policy | AF/I | Essential |
| <ul style="list-style-type: none"> • A willingness to work throughout the school | AF/I | Essential |
| <ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children. | AF/I | Essential |

AF = Application Form I = Interview R= Reference

Please note that candidates who are shortlisted will be subject to a task.

This person specification lists the essential and desirable requirements that are necessary to do this job and how these will be assessed. In your application you should state clearly how you meet the requirements which are being assessed by this method, as the panel will reach a decision on whether to short-list you or not based on the information you provide.

Supporting statements should be no longer than 2 sides of A4 paper.