

Job title: Teacher
Person Specification

Qualifications

- Qualified Teacher Status essential.
- Evidence of additional experience, study or qualification with pupils with special educational needs is preferable.

Knowledge

- Children and Families Act 2014, The National Curriculum, Progression Guidance, P Scales and moderation in relation to a modified and adapted curriculum appropriate for SEN students
- Current SEN educational legislation and the implications for whole school development – with reference to the Code of Practice.
- A range of assessment tools, particularly in relation to PD, PMLD/MLD/ASD and complex medical or communication needs.
- The widening opportunities given to Parents/Carers for involvement in school matters.

Experience

- The teaching of pupils with special educational needs and/or complex medical needs
- Evidence of, or willingness to take up subject or aspect leadership responsibility, leading by example and motivating and empowering a committed staff team
- Experience of National Curriculum development and curriculum modification for pupils with special educational needs
- Experience of organisational and administrative duties
- Experience of leading whole school improvement initiatives

Skills

- A child centred approach with outstanding inter-personal skills that promote achievement and purposeful learning for all pupils in a happy and caring environment within the classroom and promote a positive ethos as well as school's moral purpose that permeates Bedelsford School .
- Willingness to resolve conflicts in respectful way and always look towards positive resolutions.
- Ability to be resourceful and flexible.
- Skills to work within multi-professional environment while having learner's needs/wants at the centre of all decisions made.
- Skills to involve learner into making choices as a pathway to the development of Key Skills.
- Skills to promote development of living in modern, democratic Britain
- Ability to assist Senior Leadership Team by demonstrating a high level of personal commitment.
- Understanding of home/school partnership and working with residential staff where appropriate to enable the effective delivery of a 24-hour curriculum.
- Effective communication skills, both orally and in writing to a variety of audiences.
- Commitment and understanding of consultation and ownership in formulating school policy.
- Ability and willingness to contribute effectively to whole staff dialogue.
- An ability to co-ordinate and manage an effective team within the classroom.
- Sensitivity to and an understanding of equal opportunities issues with an ability to implement appropriate action.
- Ability to plan and work collaboratively with colleagues in a flexible and multi-disciplinary way.
- Ability to demonstrate appreciation of the wider curriculum both inside and outside school.