

**PERSON SPECIFICATION FOR THE SELECTION OF THE CLASS TEACHER OF THE BRIER SCHOOL.**



Criteria	Essential	Desirable	Evidence
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**ATTAINMENTS AND EXPERIENCE**

Qualified Teacher Status	✓		Application
Good honors degree		✓	Application
Special Needs qualification		✓	Application
Recent, relevant professional development	✓		Application/Interview
Experience of working in partnership with parents		✓	Application
An interest in SEN education	✓		Interview
Have experience of using a 'Total Communication Approach'		✓	Application/Interview
Successful and relevant teaching experience of pupils with learning difficulties		✓	Application/Interview
Develop the curriculum for pupils with complex needs alongside other members of the department team, taking on board any new statutory requirements.		✓	Application/Interview

**SHAPING THE FUTURE**

Knowledge of:			
Local, national and global trends in special education	✓		Interview
Strategically building, communication and implementing a shared vision for a school		✓	Application/Interview
New technologies to improve the quality and effectiveness of special education		✓	Interview
Effective strategies for communicating both within and beyond the school		✓	Interview

**LEADING TEACHING AND LEARNING**

Criteria	Essential	Desirable	Evidence
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Knowledge of:			
Strategies for raising achievement and achieving excellence in the school context		✓	Application/Interview
Using research in adopting principles and models of best practice in teaching for learning all pupils		✓	Application/Interview

Successful implementation of effective behaviour management strategies in a school.	✓		Application/Interview
Team Teach trained		✓	Application/Interview
Strategies to ensure inclusion, diversity and access across the school	✓		Interview
<b>The class teacher should have the knowledge and understanding of:</b>			
The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)	✓		Application/Interview
Statutory National Curriculum requirements at the appropriate key stage. Including preparation and administration	✓		Application/Interview
Qualifications and accreditations linked to working with SEND pupils		✓	Application/Interview
The monitoring, assessment, recording and reporting of pupils' progress.	✓		Application/Interview
The statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEND and Child Protection.	✓		Application/Interview
The positive links necessary within school and with all its stakeholders	✓		
The Class Teacher should have knowledge and understanding of the links between schools, especially partner schools.		✓	Application/Interview
Strategies for developing effective teaching to ensure the entitlement of all pupils	✓		Application/Interview
Using emerging technologies to support teaching and learning	✓		Interview

### DEVELOPING SELF AND WORKING WITH OTHERS

Commitment and ability to:			
Criteria	Essential	Desirable	Evidence
Share accountable for goals and standards aiming to achieve the school vision	✓		Interview
Manage change, conflict and empower individuals and teams		✓	Application/Interview
Collaborate and network with others within and beyond the school	✓		Application/Interview
Give and receive effective feedback and act to improve personal performance	✓		Application/Interview
Accept support from others including colleagues, governors and external agencies	✓		Interviews
Attend training to develop skills appropriate to respond to the needs of pupils.	✓		Interviews

### MANAGING THE ORGANISATION

Criteria	Essential	Desirable	Evidence
<b>Commitment and ability to:</b>			
Apply principles and strategies of school improvement		✓	Application/Interview
Plan and manage projects for implementing change		✓	Application/Interview
Implement good practice in performance management	✓		Application/Interview
Use new and emerging technologies to enhance organizational effectiveness	✓		Application/Interview
Equitably manage staff and resources		✓	Application/Interview
Think creatively to anticipate and solve problems	✓		Application/Interview
Manage the classroom efficiently and effectively on a day-to-day basis	✓		Application/Interview

### SECURING ACCOUNTABILITY

<b>Commitment and ability to:</b>			
Abide by educational frameworks, including governance	✓		Interview
Abide by public services policy and accountability frameworks, including self-evaluation and multi-agency working	✓		Application/Interview
<b>Criteria</b>			
Apply principles and practice of quality assurance systems, including self-review and evaluation, performance management and stakeholder and community involvement	✓		Application/Interview
Lead the class team effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all pupils	✓		Interview
Hold other relative staff members to account for pupils' learning outcomes		✓	Application/Interview
Good attendance record	✓		Application/Reference

### STRENGTHENING COMMUNITY

<b>Commitment and ability to:</b>			
Utilise rich and diverse resources within local communities – home, human, physical, business, other schools, other agencies		✓	Application/Interview
Utilise the wider community beyond school and the opportunities it provides for pupils and the school community		✓	Application/Interview

### SKILLS

<b>Commitment and ability to:</b>			
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Promote the school's aims positively and use effective strategies to monitor motivation and morale.	✓		Application/Interview
Develop good interpersonal relationships within a team.	✓		Application/Interview
Establish and develop close relationships with parents, governors and the community.	✓		Application/Interview
Communicate effectively (both orally and in writing) to a variety of audiences.			Application/Interview
Create a happy, challenging and effective learning environment.	✓		Application/Interview

**PERSONAL CHARACTERISTICS**

Commitment and ability to be:			
Criteria	Essential	Desirable	
Approachable		✓	
Committed		✓	
Empathetic		✓	
Motivated		✓	
Resilient		✓	
Organised		✓	
Patient		✓	
Resourceful			

**SAFEGUARDING CHILDREN: SAFER RECRUITMENT AND SELECTION**

In addition to the candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours and attitudes and maintaining authority and discipline

The post is subject to an Enhanced Criminal Record Check

**OTHER**

Ability to maintain and further develop a strong bond with all members of the whole school community.