

Pendle Community High School & College

Person Specification - Class Teacher

Qualifications		Evidence
1. Qualified Teacher Status (including associated degree or equivalent) or eligibility to obtain Qualified Teacher Status.	E	A
2. Evidence of further relevant professional development e.g. HI, VI, BSL ASC.	D	A
Experience		
1. Experience of working with children with a range of special educational needs (including moderate and severe learning difficulties).	E	A/ I/ R
2. Experience of managing and delivering a highly differentiated curriculum.	E	A/ I/ R
3. Experience of working within a specialist unit, special school or multidisciplinary setting.	D	A/ I/ R
4. Experience of leading and developing a curriculum area.	D	A/ I/ R
5. Experience of teaching a variety of subjects.	E	A/ I/ R
Knowledge and Skills		
1. Knowledge of the National Curriculum and its application to children within a Generic Learning Difficulties setting (across all levels of ability).	E	A/ I/ R
2. Knowledge of and ability to demonstrate Teaching Standards 2012 and current educational legislation including SEND Code of Practice 2014.	E	A/ I
3. A knowledge and understanding of assessment procedures including baseline assessments such as BSquared, PIVATS, Engagement Steps and other small steps tools.	E	A/ I
4. Knowledge of how assessment data may be used to support pupil progress.	E	A/ I
5. A knowledge and understanding of how ICT can support children's learning.	E D	A/ I A/ I
6. An understanding of safeguarding child protection procedures.		
7. Knowledge and skill in the supporting of positive behaviour strategies.	E	A/ I
Abilities		
1. To work as part of a team including development of support staff.	E	A/ I/ R
2. To communicate effectively.	E	A/ I/ R
3. To meet deadlines.	E	A/ I
4. To understand and develop inclusive practice within and beyond the classroom.	E	A/ I
5. To develop links with the community in support of children's learning.	D	A/ I
6. To demonstrate the ability to be a reflective practitioner and engage in mentoring and or coaching as appropriate.	E	A/ I/ R
7. To manage time effectively, prioritise and remain calm under pressure.		
8. Ability to create and maintain positive relationships with students and parents.	E E	A/ I A/ I/ R
9. Ability to be flexible and adapt to the needs of the school e.g. covering absence.		

Equal Opportunities 1. A proven ability to demonstrate awareness of the principles of and commitment to the promotion of equality of access and opportunity for all children.	E	A/ I

A – Application Form/ Letter **E – Essential** **D – Desirable**
I – Interview **R - Reference**