

**CLASS TEACHER PERSON SPECIFICATION**

**Permanent mainscale/UPS teacher with SEN/Autism and EYFS + 1 SEN allowance**

**Kingsbury Primary School**

**Training and Qualifications**

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| --- | --- | --- |
|  | Essential or Desirable | Evidence |
| Qualified Teacher Status | E | AF |
| Commitment to personal development | E | AF/I |
| Degree | E | AF |
| Recent in-service training | D | AF |

**Experience**

|  |  |  |
| --- | --- | --- |
|  | Essential or Desirable | Evidence |
| Teaching children in a special school setting for at least 12 months | E | AF/I |
| Have at least 2 years teaching experience (NOT TEACHING PLACEMENTS) | E | AF |
| Experience of working with children with challenging behaviours | E | AF/I |
| Managing a team of classroom staff | E | AF/I |
| Teaching children in a primary setting with EYFS | E | AF/I |
| Working with children with complex Learning Difficulties | E | AF/I |

**Knowledge, Skills and Understanding**

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| --- | --- | --- |
|  | Essential or Desirable | Evidence |
| To foster and maintain links between home, school and other agencies | E | AF/I |
| To have a good understanding of child development | E | AF/I |
| A willingness and commitment to undertake professional development / training in Makaton. | E | AF/I |
| To have a good understanding of Total communication approach | E | AF/I |
| To have a good understanding of the curriculum pathways followed by children working below National Curriculum levels. | E | AF/I |
| A good understanding of a personalised play-based curriculum. | E | AF/I |
| A sound knowledge and understanding about Sensory difficulties and emotional regulation. | E | AF/I |
| To manage effectively and confidently challenging behaviour, using positive behaviour and regulation strategies. | E | AF/I |
| Effective teaching and learning strategies, including regulation support | E | AF/I |
| Professional confidentiality, sensitivity and discretion | E | I |
| Effective use of ICT in teaching, learning and assessment | E | AF/I |
| Commitment to safeguarding | E | AF/I |
| Assessment of children with SEN | E | AF/I |
| Local and national policies, priorities and statutory frameworks | D | AF/I |
| Knowledge of Health and Safety | D | AF/I |
|  |  |  |

**Personal Skills and Attributes**

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| --- | --- | --- |
|  | Essential or Desirable | Evidence |
| Good inter-personal skills | E | AF/I |
| Good communication skills | E | AF/I |
| Good health and attendance record | E | AF/I |
| Physical ability to manage challenging behaviours | E | AF/I |
| Commitment, enthusiasm and integrity | E | I |
| Ability to prioritise time effectively | E | I |
| Stamina and ability to maintain work-life balance | E | I |
| A sense of humour | E | I |

Please note that candidates who do not meet all the essential criteria will be excluded from the interview process and completion of the online application form will reflect your ICT skills.