# Stepping Stones (Short Stay) School

# Person Specification Form

**Job title:** KS1/2 Teacher (PPA)

**Grade:** Main Pay Scale/Upper Pay Scale & SEN Lower £2679

**Directorate for Children and Young People**

**Establishment:** Stepping Stones (Short Stay) School

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| **Requirements in order to be a class teacher and outreach teacher at Stepping Stones Short Stay School.**  | **Essential (E) or****Desirable (D)** | **To be identified by:****Application form(AF)****Interview (I)****Lesson observation (O)****Reference (R)**  |
| **Qualifications:** Qualified Teacher Status (QTS). | E | AF |
| Successful ECT completed within Primary Phase. | D | AF |
| Evidence of continuing professional development related to SEN and challenging behaviour.  | D | AF/I/R |
| **Knowledge, skills and experience required** |
| Recent Teaching in Key Stages 1 and/ or 2. (Within the last 3 years)  | E | AF/I/R |
| Teaching mixed age classes. | D | AF/I/R |
| Experience of end of KS1 assessment / KS2 Assessment.  | D | AF/I/R |
| To have experience of teaching / working with pupils experiencing significant emotional, social and behavioural difficulties. | D | AF/I/R |
| Experience of leading a curriculum area / subject leadership successfully. Please state curriculum areas in letter of application.  | D | AF/I/R |
| To be fully committed to the ethos and established behaviour systems at the school.  | E | AF/I/R |
| To have solid and secure subject knowledge, understanding and skills in order to teach the full Primary National Curriculum. | D | AF/I/O |
| To be able to create a stimulating, challenging and purposeful learning environment where children are proud of their achievements.  | E | AF/I/O |
| To use IT/ Computing skills across the curriculum in innovative ways.  | E | AF/I/R |
| To be a values based practitioner. | D | AF/I |
| To demonstrate effective use of assessment strategies, eg. IEP target setting, use of KLIPS / PIVATs | D | AF/I |
| To have high expectations, both of yourself and of the children which is reflected in teaching standards.  | E | AF/I/O/R |
| To have the knowledge, skills and efficient working practices to be an effective subject leader who is able to raise standards and drive developments within agreed subject areas.  | D | AF/I/O/R |
| To be able to work effectively as part of a team collaborating, accepting, offering support and guidance.  | E | AF/I/O/R |
| To establish successful relationships at all levels and have excellent communication skills both verbal and written.  | E | AF/I/R/O |
| To understand the SEN code of practice and developments and have experience of working with children of all abilities, including more able and those with SEN.  | E | AF/I/O |
| Ability to undertake Team Teach training.  | E | I |
| To have experience of writing / using/ evaluating IEP’s / provision mapping / SEN report writing.  | E | AF/I/O |
| To be able to plan individual/ group programmes to be delivered by other teaching assistants within the class team.  | E | AF/I/O |
| To be able to set effective academic, emotional, social and behavioural targets.  | D | AF/I/O |
| To be able to plan and deliver specific PSHCE work in order to support pupil emotional regulation and improve behaviour.  | D | AF/I/O |
| To understand why children display challenging behaviour and have a wide range of skills to support and manage challenging behaviour.  | E | AF/I/O/R |
| To be able to effectively communicate with all stakeholders. E.g. Educational Psychologists, other professionals, parents / carers.  | E | AF/I/O/R |
| To assist the Headteacher in working alongside schools and other agencies and providers involved in the reintegration of pupils.  | E | AF/I/O |
| To work alongside schools and other agencies and providers to offer support in preventing exclusions.  | E | AF/I/O |
| **Other**To be fully committed to equality and diversityTo show commitment to Health and Safety issues, including safeguarding. To be fully committed and demonstrate a good understanding of safeguarding and child protection. To contribute and be part of an effective team. To have access to a car.  | EEEEE | II |
| **Prepared by: Mr Mike Hooper** |  | March 25 |
| **Application form and Letter** **The form and letter should be fully completed and free from error. The letter should be clear and concise, related to the above post.** **References should provide a strong level of support for the relevant professional and personal knowledge, skills and abilities related to above. There should be a positive recommendation from current employer.** **Our school is highly committed to safeguarding our pupils and therefore rigorous checks will take place.**  |  |  |