



## Person Specification

### Class Teacher (SEND Unit)

**Excellence through cultivating character, sharing talents and pursuing innovation**

A Person Specification defines the required professional qualifications, knowledge, skills and qualities of the teachers sought by the Academies for Character and Excellence in the recruitment and selection process

All members of the team employed by the Academies for Character and Excellence support and promote the Trusts mission and vision and promotes character education which is a values led approach. Candidates are invited to find out more about this at [www.acexcellence.co.uk/ace-vision](http://www.acexcellence.co.uk/ace-vision).

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>QUALIFICATIONS</b> Evidenced in: <ul style="list-style-type: none"> <li>• application form</li> </ul>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• BEd/BA(Hons) or Degree + PGCE</li> </ul>	<ul style="list-style-type: none"> <li>• Further evidence of continued professional development</li> </ul>
<b>EXPERIENCE</b> Evidenced in: <ul style="list-style-type: none"> <li>• Letter of application</li> <li>• Interview/assessment</li> <li>• Lesson observation</li> <li>• Reference</li> </ul>	<ul style="list-style-type: none"> <li>• Proven record as an effective teacher (at least 3 years teaching experience)</li> <li>• Experience of developing and delivering high quality, tailored teaching and learning for children with ASC and SCLN</li> <li>• Working effectively as part of a high performing team</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching in a SEND Unit or special school</li> <li>• Experience of leading a function within a school (e.g. subject or thematic leadership)</li> </ul>
<b>PROFESSIONAL KNOWLEDGE, UNDERSTANDING AND SKILLS</b> Evidenced in: <ul style="list-style-type: none"> <li>• Letter of application</li> <li>• Interview/assessment</li> <li>• Reference</li> <li>• Lesson observation</li> </ul>	<ul style="list-style-type: none"> <li>• A strong, up-to-date knowledge and understanding of a range of teaching, learning and behaviour management strategies</li> <li>• Understanding of -and the ability to apply- a range of assessment techniques to monitor progress and inform planning</li> <li>• Ability to personalise learning to provide opportunities for all learners to achieve their potential</li> <li>• Achieving and sustaining high standards for all</li> <li>• Ability to work effectively with parents, carers and the local community</li> <li>• Knowledge and understanding of the principles behind Safeguarding, Equal Opportunities and Inclusion policies</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of Character Education approaches</li> </ul>
<b>SPECIFIC KNOWLEDGE, UNDERSTANDING AND SKILLS</b> Evidenced in: <ul style="list-style-type: none"> <li>• Letter of application</li> <li>• Lesson observation</li> <li>• Interview/assessment</li> <li>• Reference</li> </ul>	<ul style="list-style-type: none"> <li>• A strong, up-to-date understanding of how to support children with SEND who find it challenging to engage with full-time learning in a mainstream setting.</li> <li>• A proven record of using positive behaviour management strategies to support an effective and supportive learning environment</li> <li>• Understanding how the design of the physical environment and resources support children with SEND</li> <li>• Confident and competent user of ICT</li> <li>• Understanding and experience of contributing to the design of an engaging curriculum</li> </ul>	
<b>CURRICULUM</b> Evidenced in: <ul style="list-style-type: none"> <li>• Letter of application</li> </ul>	<ul style="list-style-type: none"> <li>• Know and understand the relevant statutory and non-statutory frameworks including those provided through the National Curriculum and the SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of planning and teacher cross curricula learning experiences</li> </ul>

<ul style="list-style-type: none"> <li>• Lesson observation</li> <li>• Reference</li> </ul>	<p>Code of Practice</p> <ul style="list-style-type: none"> <li>• Plan a broad and balanced curriculum, which inspires and ignites the passion for learning</li> <li>• Seek innovative approaches to learning and teaching</li> <li>• Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of a spiritual curriculum</li> </ul>
<p><b>PROFESSIONAL VALUES</b></p> <p>Evidenced in:</p> <ul style="list-style-type: none"> <li>• Letter of application</li> <li>• Interview/assessment</li> <li>• Reference</li> <li>• Lesson observation</li> </ul>	<ul style="list-style-type: none"> <li>• High expectations of everyone</li> <li>• Commitment to the personal welfare and safeguarding of children</li> <li>• A commitment to the vision and ethos of the school and Trust</li> <li>• A willingness to work throughout the school and the Trust.</li> <li>• Taking responsibility for improving teaching through appropriate professional development, responding to feedback and advice from colleagues</li> </ul>	
<p><b>PERSONAL QUALITIES</b></p> <p>Evidenced in:</p> <ul style="list-style-type: none"> <li>• Letter of application</li> <li>• Interview</li> <li>• Reference</li> <li>• Lesson observation</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent interpersonal/communication skills</li> <li>• Ability to work cooperatively within a team</li> <li>• Display warmth, care and sensitivity in dealing with children and parents</li> <li>• Ability to prioritise and manage time effectively under pressure</li> <li>• Self-evaluative and adaptable to changing circumstances and new ideas</li> <li>• Evidence of a commitment to continuing professional development</li> <li>• Able to enthuse and reflect upon experience</li> <li>• Willingness to be involved in the wider life of the school</li> <li>• Openness, sense of humour, energy and enthusiasm and an ability to inspire confidence</li> <li>• Positive attitude, understanding and respect towards parents, pupils, staff, governors, directors and the wider community</li> </ul>	<ul style="list-style-type: none"> <li>• Brings personal interests and enthusiasms to the school community</li> <li>• Has experience of making a positive contribution to the wider life and ethos of the school</li> </ul>