



CLASS TEACHER - PERSON SPECIFICATION

Qualifications

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| Qualified Teacher Status or eligibility to obtain Qualified Teacher Status. | E |
| Evidence of further relevant study. | D |
| Additional qualifications within a relevant field of study. | D |

Experience

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| Experience of working with children with special educational needs. | E |
| Experience of working with children at early developmental stages. | D |
| Experience of managing and delivering a highly differentiated curriculum. | E |
| Experience of working within a multidisciplinary setting. | D |
| Experience of leading and developing a curriculum area. | D |
| Experience of engaging parents in their children's learning. | E |

Knowledge and Skills

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| Knowledge of the Foundation Stage Curriculum Guidance (Development Matters). | E |
| Knowledge of the National Curriculum and its application to children with severe and complex learning difficulties. | E |
| Understanding of attachment principles, ACEs and the effects on children's development. | E |
| A knowledge and understanding of assessment procedures including baseline assessment. | E |
| Knowledge of how assessment data is used to support pupil progress. | E |
| A knowledge and understanding of how ICT can support children's learning. | E |
| An understanding of safeguarding and child protection issues and knowledge of the relevant school policy and procedures. | E |
| An understanding of the value of inclusive practice for the development of children with learning difficulties. | E |

Abilities

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| To work as part of a team and be committed to development of support staff. | E |
| To communicate to a variety of audiences. | E |
| To meet deadlines. | E |
| To understand and develop inclusive practice within and beyond the classroom. | E |
| To develop links with the community in support of children's learning. | D |
| To understand personal strengths and areas for development and how this understanding may impact on practice. | E |

Equal Opportunities

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| A proven ability to demonstrate awareness of the principles of and commitment to the promotion of equality of access and opportunity for children, to overcome obstacles/barriers to this and to removing practices which are counter to it. | E |
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