**This table lists the essential and desirable requirements needed in order to perform the job effectively.**

Candidates will be shortlisted based on the extent to which they meet these requirements.

**Essential:** Requirements without which the job could not be done.

**Desirable:** Requirements that would enable the candidate to perform the job well.

**Evidence:** **A** = Application Form, **I** = Interview, **R** = Reference.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Evidence** |
| **Qualifications and Professional Development** |
| **Qualified Teacher Status** | **X** |  | **A,I** |
| **Degree** | **X** |  | **A,I** |
| Evidence of continuous INSET and commitment to further professional development | **X** |  | **A,I,** |
| Evidence of recent and relevant SEN qualifications / training | **X** |  | **A,I** |
| The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection. | **X** |  | **A,I,R** |
| GCSE or equivalent in English and Maths | **X** |  | **A,I** |
| **Experience** |
| Experience of working with children with a range of SEN, including those with dyslexia and/or autism | **X** |  | **A,I,R** |
| Experience working across the primary age range Working in partnership with parents. | **X** |  | **A,I,R** |
| The ability to communicate effectively in a verbal and written form to a range of audiences. | **X** |  | **A,I,R** |
| Effective administrative and organisational skills | **X** |  | **A,I,R** |
| Working closely with parents, Learning Support Assistants and other professionals | **X** |  | **A,I,R** |
| The monitoring, assessment, recording and reporting of pupils’ attainment and progress. | **X** |  | **A,I,R** |
| The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) | **X** |  | **A,I,R** |
| Ability to plan, teach and assess effectively a range of pupils, including those working at P levels | **X** |  | **A,I,R** |
| Understanding of and ability to use teaching and learning strategies appropriate for Children with SEN | **X** |  | **A,I,R** |
| A knowledge of strategies that enable the teacher to teach mixed ability pupils within the same class and provide work which is differentiated to cater for the entire ability range | **X** |  | **A,I,R** |
| To have a clear understanding of the National Curriculum and its application. | **X** |  | **A,I,R** |
| To motivate and inspire pupils | **X** |  | **A,I,R** |
| Working as part of a team to achieve objectives | **X** |  | **A,I,R** |
| The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) | **X** |  | **A,I,R** |
| The monitoring, assessment, recording and reporting of pupils’ attainment and progress. | **X** |  | **A,I,R** |
| The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) | **X** |  | **A,I,R** |
| **Professional Knowledge and Understanding** |
| Ability to deal in a calm and confident manner with behavioural issues | **X** |  | **A,I,R** |
| Ability to work with children from a wide range of social and cultural backgrounds. | **X** |  | **A,I,R** |
| Knowledge and understanding of: The preparation and administration of statutory links between schools, especially partner schools | **X** |  | **A,I,R** |
| Commitment to providing an effective learning environment appropriate to the need and abilities of all pupils. | **X** |  | **A,I,R** |
| **Personal Skills and Attributes** |
| Ability to have positive interactions with adults and children of all ages | **X** |  | **A,I,R** |
| Able to maintain confidentiality at all times about school issues, within school and in the wider community. | **X** |  | **A,I,R** |
| Passionate about Learning and Teaching. | **X** |  | **A,I,R** |
| Ability to cope with the pressures of a demanding management position | **X** |  | **A,I,R** |
| A willingness to work throughout the Primary School. | **X** |  | **A,I,R** |
| Ability to communicate orally and in writing to a wide range of audiences, including outside agencies | **X** |  | **A,I,R** |
| Ability to manage effectively pupil discipline and have a commitment to a high level of pastoral care, working knowledge of ICT for teaching and administrative purposes | **X** |  | **A,I,R** |
| Promote the school’s aims positively, and use effective strategies to monitor motivation and morale | **X** |  | **A,I,R** |
| Ability to work with and deploy staff and resources effectively | **X** |  | **A,I,R** |
| Ability to deal sensitively with people and resolve conflicts. | **X** |  | **A,I,R** |
| Ability to set high standards and provide a role model for staff and pupils. | **X** |  | **A,I,R** |
| Develop good personal relationships within a team. | **X** |  | **A,I,R** |
| Establish and develop close relationships with parents, governors and the community. | **X** |  | **A,I,R** |
| Effective administrative and organisational skills | **X** |  | **A,I,R** |
| Displays warmth, care and sensitivity in dealing with children. | **X** |  | **A,I,R** |
| Open minded, self-evaluative and adaptable to changing circumstances and new ideas | **X** |  | **A,I,R** |
| Able to enthuse and reflect upon experience | **X** |  | **A,I,R** |
| Willingness to be involved in the wider life of the school | **X** |  | **A,I,R** |
| Ability to prioritise | **X** |  | **A,I,R** |
| Good interpersonal/communication skills | **X** |  | **A,I,R** |
| Ability to deal effectively with minor accidents and injuries | **X** |  | **A,I,R** |
| **Other** |
| A willingness to promote the ethos of the school | **X** |  | **A,I,R** |
| Commitment to the School’s Equal OpportunitiesPolicy and Acceptance | **X** |  | **A,I,R** |
| An Enhanced DBS clearance is essential | **X** |  | **A,I,R** |
| A good health and attendance record | **X** |  | **A,I,R** |
| Comply with the Trust’s No Smoking at work, alcohol at work and health & safety policies | **X** |  | **A,I,R** |