

**PERSON SPECIFICATION****POST TITLE: KS3 CLASS TEACHER MPS/UPS + SEN**

ATTRIBUTES/REQUIREMENTS	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
<b>EDUCATION, QUALIFICATIONS AND VOCATIONAL TRAINING</b>	Relevant Degree Qualified Teacher Status (QTS): Essential, with a focus on KS3 education.	Qualifications specifically related to Special Educational Needs Driving license	Application Form Interview Qualification Certificates
<b>RELEVANT EXPERIENCE</b>	Experience of developing a stimulating and safe learning environment Positive attitude & outlook towards pupils with SEN Experience delivering functional skills Proven experience working with children and young people with Social, Emotional and Mental Health (SEMH) needs, including a strong understanding of attachment theory and its impact on learning and behavior. Demonstrated ability to implement effective strategies for managing challenging behavior and promoting positive emotional well-being. Sound understanding of careers education relevant to KS3, with the ability to integrate careers awareness into teaching and support pupils in making informed choices about future pathways.	An understanding of recent changes to assessment procedures. An understanding of how children learn to read including experience of teaching phonics. Experience of teaching across year groups.	Application Form References Interview
<b>KNOWLEDGE AND SKILLS</b>	Understanding of National developments in Education Understanding of a range of AFL strategies Excellent communication and interpersonal skills Knowledge of SEN and EAL needs. Strong Classroom Management Skills: Ability to engage children with complex emotional and behavioral needs through tailored teaching strategies and positive behavior management. Commitment to Safeguarding: A clear understanding of safeguarding policies and a commitment to promoting the welfare and well-being of all students. Knowledge of functional skills and STEM activities and engagement.	Experience of managing teaching support staff. A knowledge of sensory circuits, therapeutic interventions and social and emotional learning. Experience in SEMH or PRU settings: Experience with children who have social, emotional, and behavioral difficulties is beneficial.	Application Form Interview reference
<b>PERSONAL CHARACTERISTICS</b>	To promote the schools core values; positivity, integrity, reflection and determination. To be punctual and reliable. Empathy and Patience: Demonstrated understanding of the challenges children in SEMH settings face, with a commitment to fostering an inclusive and supportive environment.	Ability to lead/deploy support staff effectively within the setting.	Application Form Interview References

	<p>Creativity and Flexibility: Ability to think outside the box and adapt lessons to meet the individual needs of pupils. The ability to adapt to change and take on new ideas and initiatives.</p> <p>Team Player: Ability to collaborate with a wide range of professionals, including therapists, counselors, and other educators.</p> <p>Strong Communication Skills: Both verbal and written, with the ability to engage effectively with students, staff, and parents.</p>		
<b>PHYSICAL ATTRIBUTES</b>	Medical clearance as advised by health and wellbeing.		<p>Medical Questionnaire</p> <p>Medical examination if required</p>
<b>ADDITIONAL FACTORS</b>	<p>Actively supports close links with parents</p> <p>Evidence of working within a child protection culture</p> <p>Evidence of promoting child welfare and safety</p> <p>Understanding and commitment to child welfare and safety</p> <p>Knowledge of child protection issues</p> <p>Quality of teaching rated as at least good.</p>		<p>Interview</p> <p>References</p> <p>DBS Check</p>
<b>CONTRA-INDICATORS</b>	<p><b>A satisfactory criminal record check being undertaken by the DBS</b></p>		