



**PERSON SPECIFICATION**  
**Class teacher**

|                                 | <b>ESSENTIAL</b>   | <b>DESIRABLE</b>  |
|---------------------------------|--|---|
| <b>Qualifications</b>           | <ul style="list-style-type: none"> <li>• DfE recognised Qualified Teacher Status</li> </ul>  | <ul style="list-style-type: none"> <li>• Qualification specific to Special Educational Needs</li> </ul>   |
| <b>Experience and knowledge</b> | <ul style="list-style-type: none"> <li>• Experience of pupils / young people with severe learning difficulties and ASC</li> <li>• Evidence of being a good / outstanding teacher</li> <li>• Has a sound understanding of differentiation</li> <li>• Knowledge of Positive Behaviour Support and restrictive physical intervention</li> <li>• Evidence of being involved in recent and relevant professional development relating to pupils with special needs</li> <li>• Ability to maximise the use of ICT for both teaching and professional duties</li> <li>• Have and implement high standards of education for all pupils</li> <li>• Have a commitment to personal and professional development</li> <li>• Awareness of current initiatives within education</li> <li>• Evidence of a good understanding of alternative means of communication</li> </ul> | <ul style="list-style-type: none"> <li>• Experience of [teaching] pupils with PMLD</li> <li>• Experience of working in a special school</li> <li>• Evidence of successfully leading an area of curriculum development</li> <li>• Evidence of experience of integration and inclusion</li> <li>• Evidence of contributing to the development and review of teaching and learning and the school policies</li> <li>• Good understanding of the stages of child development</li> </ul> |
| <b>Skills and qualities</b>     | <ul style="list-style-type: none"> <li>• Flexible and creative approach towards motivating children to learn</li> <li>• Excellent communication skills at all levels both verbal and written</li> <li>• Evidence of supporting the work place ethos</li> <li>• The ability to work in a team</li> <li>• Evidence of developing effective relationships with others</li> <li>• Evidence of effective working with others within the school community</li> <li>• Able to carry out manual handling programmes under the guidance of the therapists</li> <li>• Support the pupils in the swimming pool</li> <li>• Able to support pupils with behaviours of concern</li> </ul>  | <ul style="list-style-type: none"> <li>• Evidence of leading a team effectively, inspiring and motivating adults</li> <li>• Being able to drive the school's minibus</li> </ul>   |