

# Pendle Community High School & College

## Person Specification - Class Teacher

<b>Qualifications</b>		<b>Evidence</b>
1. Qualified Teacher Status (including associated degree or equivalent) or eligibility to obtain Qualified Teacher Status.	<b>E</b>	<b>A</b>
2. Evidence of further relevant professional development e.g. HI, VI, BSL ASC.	<b>D</b>	<b>A</b>
<b>Experience</b>		
1. Experience of working with children with a range of special educational needs (including moderate and severe learning difficulties).	<b>E</b>	<b>A / I / R</b>
2. Experience of managing and delivering a highly differentiated curriculum.	<b>E</b>	<b>A / I / R</b>
3. Experience of working within a specialist unit, special school or multidisciplinary setting.	<b>E</b>	<b>A / I / R</b>
4. Experience of leading and developing a curriculum area.	<b>D</b>	<b>A / I / R</b>
<b>Knowledge and Skills</b>		
1. Knowledge of the National Curriculum and its application to children within a Generic Learning Difficulties setting (across all levels of ability).	<b>E</b>	<b>A / I / R</b>
2. Knowledge of and ability to demonstrate Teaching Standards 2012 and current educational legislation including SEND Code of Practice 2014.	<b>E</b>	<b>A / I</b>
3. A knowledge and understanding of assessment procedures including baseline assessments such as PIVATS, Engagement Steps and other small steps tools.	<b>E</b>	<b>A / I</b>
4. Knowledge of how assessment data may be used to support pupil progress.	<b>E</b>	<b>A / I</b>
5. A knowledge and understanding of how ICT can support children's learning.	<b>E</b>	<b>A / I</b>
6. An understanding of safeguarding child protection procedures.	<b>D</b>	<b>A / I</b>
7. Knowledge and skill in the supporting of positive behaviour strategies.	<b>E</b>	<b>A / I</b>
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<b>Abilities</b>		
1. To work as part of a team including development of support staff.	<b>E</b>	<b>A / I / R</b>
2. To communicate effectively.	<b>E</b>	<b>A / I / R</b>
3. To meet deadlines.	<b>E</b>	<b>A / I</b>
4. To understand and develop inclusive practice within and beyond the classroom.	<b>E</b>	<b>A / I</b>
5. To develop links with the community in support of children's learning.	<b>D</b>	<b>A / I</b>
6. To demonstrate the ability to be a reflective practitioner and engage in mentoring and or coaching as appropriate.	<b>E</b>	<b>A / I / R</b>
7. To manage time effectively, prioritise and remain calm under pressure.	<b>E</b>	<b>A / I</b>
8. Ability to create and maintain positive relationships with students and parents.	<b>E</b>	<b>A / I / R</b>

<b>Equal Opportunities</b>  1. A proven ability to demonstrate awareness of the principles of and commitment to the promotion of equality of access and opportunity for all children.	<b>E</b>	<b>A/ I</b>

**E – Essential    D – Desirable**  
**A – Application Form/ Letter    I – Interview    R - Reference**