Pendle Community High School & College

Person Specification

Class Teacher with responsibility for ICT and Computing

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

**E – Essential D – Desirable**

**A – Application Form/ Letter I – Interview R - Reference**