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| **Employee Specification Form** | Post Number | | To be established | |
| Job Title | | Teacher Across the Curiculum | |
| Department | | Clare Mount Specialist Sports College | |
| Prepared by and date | | Headteacher / Sept 2024 | |
| ***Important - Study “Explanatory Notes” printed overleaf before completing form*** | | | | |
| **Essential Personal Attributes** | Stage Identified | **Desirable Personal Attributes** | | Stage Identified |
| **Qualifications**   * Qualified Teacher Status | A | * An SEN qualification | | A/I |
| **Experience**   * At least NQT status * Experience of working with children and young people with SEN including those with Autistic spectrum condition /Social & communication and specific learning difficulties. * Either secondary trained or experience of Y5 and above at primary school. * Experience of engaging with and supporting parents and carers. | A | .   * To have worked successfully with other agencies, e.g. Health,Social Care and Education organisations and professionals. * Experience of teaching students with Social & Communication difficulties; devising successful programmes. | | A/I |
| **Knowledge and skills**   * Knowledge of de-escalation techniques * The ability and experience of teaching all subjects areas and some subjects to GCSE level. * Experience and proven track record of behaviour modification strategies. * To have a working knowledge of current SEN legislation and procedures including the promotion of inclusive practice * To be conversant with the elements of Individual Education Plan and Individual Behaviour Plan (IEPs/IBPs) * To understand and be sensitive to the needs of students with Social & Communication Difficulties and of their parents/carers. * Ability to work as part of a team. * Good interpersonal skills. * Ability to communicate clearly both orally and in written form. * Capacity to respond appropriately to pressure and retain a flexibility of approach. * Ability to teach and lead learning activities and work programmes and undertake predetermined activities with students so that their intellectual and social development (including self-reliance and self-esteem) is fostered. * Lead ,support and provide input into the planning and evaluation of learning activities for individuals and groups of students to enable staff to make informed decisions when developing their plans. * Ability to ensure high quality teaching and learning and the safety for individual and groups of students. Facilitate their physical, social and emotional development. * An understanding of child protection policy, practice and legislation. | A/I | * Knowledge of how to plan effective social, emotional and behavioural programmes for children and young people with Social and Communication Difficulties. * Team Teach training. * Specific knowledge of supporting transitions for students with Social and Communication difficulties. * An understanding of factors in home and school settings which support engagement and how these can be implemented * Ability to liaise sensitively with a range of professionals and understanding of how to manage this work in practice * Competent knowledge of ICT functions and specific adaptations to assist the development of academic and social and communication skills. | | A/I |
| **Special Requirements**   * Willingness to work in a base provision within an alternative curriculum department * Willingness to share best practice and lead appropriate ‘talk time’ sessions with other staff. * Willingness to be involved with extra curricular activities | A |  | |  |

Employee Specification Form

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| These notes should be studied carefully before completing the form overleaf.  List the personal attributes required to fulfil the duties listed in the job description.  They must be:   1. set at a level appropriate to the work to be done and *not* higher than necessary 2. stated clearly and specifically 3. entirely job related   **Essential or Desirable**   1. Essential   Those requirements without which a candidate would be simply unable to do the job.  *Any candidate who does not meet the essential requirements must be rejected.*  Examples could be the possession of current driving licence or relevant qualification.   1. Desirable   Those requirements which are desirable, but not essential.  A candidate should not be rejected for failing to meet any single desirable requirement.  Examples for certain jobs could be local government experience or knowledge of new technology. | **Personal Attributes**   1. Qualifications   What qualifications, if any, should the postholder possess?  To what level   1. Experience   What experience, if any, is relevant?   1. Knowledge and Skills   Is there any knowledge (other than that covered by qualifications listed) or skills which are relevant? What should the postholder be able to do?  Do not list attributes which cannot be measured, eg “pleasant personality”, “flexible outlook”. Identify only what the postholder needs to do that requires him/her to be pleasant and flexible. Is it that the person needs to communicate effectively with callers (pleasant) or will need to work flexible hours (flexible).  Try to specify the levels of skills that are required, eg if numeracy is specified as a requirement, you should indicate the levels of skill, ie keeping records of petty cash or able to control and monitor substantial budgets.   1. Special Requirements   Are there any conditions of service which differ from the norm and with which the postholder must comply? eg live-in requirements, flexible working hours, weekend working.  **Stage Identified**  Indicate at which stage in the selection process the personal attribute is to be identified, eg application form, interview, tests, references, etc |