

Post Number	
Job Title	SEND base Class Teacher MPS & SEND point
Department	Stanton Road Primary School
Prepared by and date	Susannah McShane



Essential Personal Attributes	Desirable Personal Attributes
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Qualified teacher status, degree or recognised equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of further Professional Development and Training.</li> <li>• Paediatric First Aid</li> <li>• Up to date safeguarding training</li> <li>• KS2 Curriculum specialism</li> <li>• SEND Specialism</li> <li>• Experience of Attention Autism Programme</li> </ul>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Enthusiastic and organised classroom teacher with high expectations of children's learning and development</li> <li>• Experience of working across EYFS, Key Stage One and Key Stage Two</li> <li>• Ability to identify gaps in learning to meet the needs of all learners, stretching the most able learners and supporting learners with SEND</li> <li>• Experience of assessing children's learning, development and planning next steps</li> <li>• Experience of leading TAs and team work within a classroom</li> <li>• Experience of working with, supporting and teaching children with a range of special educational needs in particular ASC/social communication</li> <li>• To have experience of working with children who have EHCPs</li> </ul>	<ul style="list-style-type: none"> <li>• Able to evidence consistently high standards of teaching and be able to articulate the difference that this made to children</li> <li>• Demonstrate experience of child development and the neurodiverse brain</li> <li>• Leading a curriculum area, club or area of responsibility such as Eco Schools or Travel Ambassadors.</li> <li>• Experience of working with parents to engage them in their child's learning.</li> <li>• Experience of leading team meetings including EHCP annual review meetings to share best practice and plan</li> </ul>
<p><b>Knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Excellent knowledge of child development and the National Curriculum.</li> <li>• Ability to observe, assess and plan rich, creative and varied learning and development activities based on the needs and interests of individual children</li> <li>• Demonstrate a secure knowledge and understanding of creative, imaginative and exciting approaches to teaching and learning, in order to challenge children of all abilities.</li> <li>• Knowledge of personalised provision that is specific to pupils, enhancements and provocations for learning</li> <li>• Evidence of commitment to personalised learning and inclusion</li> <li>• Know current legal requirements and guidance on the safeguarding and well-being of children.</li> <li>• Work collaboratively with a team and Senior Leaders to evaluate and review the curriculum.</li> <li>• Adapt teaching to respond to the strengths and needs of children</li> <li>• Ability to maintain high standards of education at all times for all children and ensure that plans are suitable to support personalised learning.</li> <li>• Ensure policies and systems of tracking, monitoring, assessment and reporting are adhered to</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of supporting vulnerable children and families</li> <li>• Demonstrate a commitment to maintain an awareness of current educational theory and practice relating to students with SEN.</li> <li>• Knowledge of trauma informed practices.</li> <li>• Demonstrate a knowledge and understanding of using The Engagement Model</li> </ul>
<p><b>Child Support</b></p> <ul style="list-style-type: none"> <li>• Commitment to providing a high standard of physical and emotional care for all pupils.</li> <li>• Work collaboratively with colleagues, parents/carers and other agencies in implementing all child-centred documents.</li> <li>• Encourage opportunities for inclusion within the mainstream setting</li> <li>• Experience of participating in the review and evaluation of all child-centred plans.</li> <li>• Experience of using communication and other appropriate aids to support learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of completing Annual Reviews and setting targets for individual children.</li> <li>• Experience of working with children speech and language/social communication difficulties</li> </ul>

<p><b>Special Requirements</b></p> <ul style="list-style-type: none"><li>• To have a passion for working with young children as part of a large team</li><li>• Be highly motivated and enthusiastic</li><li>• A commitment to continuing professional development and training</li><li>• An understanding and genuine respect for children who can sometimes struggle to regulate their emotions</li><li>• Flexibility, and able to adapt to changing circumstances and new ideas</li><li>• Highly developed social, emotional intelligence and strong emotional resilience</li><li>• Ability to foster a culture of respect and openness</li><li>• Ability to work independently on own initiative and also contribute as part of a team</li></ul>	<ul style="list-style-type: none"><li>• Experience of working with a range of ages and abilities across the Key Stages.</li><li>• Willingness to contribute towards wider school life</li></ul>
---	---