

Person Specification for Teaching positions at Ravenswood School



Generic for all positions

Essential	Desirable
<p>Qualified Teacher Status</p> <p>For TMS - demonstrates competence in all elements of the teacher standards.</p> <p>For UPS – demonstrates competence in all elements of the teacher standards and evidences achievements and contributions to the school which are substantial and sustained.</p>	<p>Proven ability in being an effective subject leader.</p> <p>Experience within a special school setting</p>
<p>Proven ability of consistently good and outstanding teaching.</p> <p>Ability to plan and sequence lessons to match the needs of a wide range of children so all can engage and develop</p> <p>Experience adapting lessons to meet individual needs.</p> <p>Effectively tracking students’ progress, using outcomes to inform teaching strategies to raise standards.</p>	<p>Proven ability of consistently good and outstanding teaching of pupils with complex special needs.</p> <p>Effectively tracking pupils’ progress, using outcomes to inform teaching strategies to raise standards</p> <p>Experience teaching pupils with limited verbal communication skills and implementing AAC into lessons.</p> <p>Experience in a range of specialist teaching strategies such as:</p> <ul style="list-style-type: none"> • Synthetic phonics • Makaton • Using AAC • TEACCH • Intensive Interaction • Attention Autism • Guided reading • Calculations strategies • Task analysis • SCERTS • TACPAC <p>Experience in using specialist SEN access software, e.g. Widgeit; Clicker, In Print</p>
<p>Ability to plan work for and delegate responsibilities to TAs/LSAs</p>	<p>Experience in integrating therapeutic programmes into the classroom routines.</p>
<p>Proven ability in positive behaviour management approaches.</p> <p>Experience implementing strategies to prevent/ de-escalate challenging behaviour.</p>	<p>Knowledge and understanding of the integrated nature of child and adult behaviours, using this to manage challenging behaviours.</p> <p>Experience implementing therapeutic approaches to behaviour management e.g. Positive Education, Thrive, ELSA etc.</p> <p>Trained in safer handling e.g Safer Interventions or Team Teach.</p>

Proven ability in teaching subjects across the curriculum, with a focus on teaching pupils to apply their skills in different contexts.	Strengths in teaching subjects using a multi-sensory, practical approach to learning
Effective communication skills to work as part of a team and to keep parents informed and guide them on how to help their child improve.	Effective communication skills to work with other professionals to ensure the correct interventions are in place for each child.

Teachers are appointed to work across the school, however we will allocate classes based on teacher's experience and skills.

Please indicate in your application where your experience and knowledge are best suited.

Specific for EYFS/KS1

Essential	Desirable
Knowledge and understanding of Early Years Framework and related assessment framework. A secure knowledge of how children learn through play A secure knowledge of synthetic Phonics including the Phonics Screening Check	An understanding tracking pupils' progress using the Bristol DEYO. Experience teaching in a SEND School setting

Specific for KS2

Essential	Desirable
Knowledge and understanding of planning sequences of lessons from the KS1/lower KS2 curriculum. Knowledge and understanding of end of KS2 assessments A secure knowledge of synthetic Phonics	Experience teaching in a SEND School setting A secure knowledge of how children learn through play

Specific for KS3/KS4

Essential	Desirable
Knowledge and understanding of planning sequences of lessons from the upper KS2/KS3 curriculum. For KS4 Experience delivering accredited courses (e.g. GCSE, Functional Skills, AQA Unit awards or ASDAN).	A secure knowledge of synthetic Phonics Experience teaching in a SEND School setting

Specific for Post 16

Essential	Desirable
Experience delivering lessons linked to the preparation for adulthood curriculum	Experience teaching students to develop skills within the local community. Effective communication skills to work with local employers and other local community facilities.

Experience delivering accredited courses (e.g. GCSE, Functional Skills, AQA Unit awards or ASDAN).

Experience teaching in a specialist setting