



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>Can effectively conducting a work scrutiny, subject monitoring and support.</p>
<p>Proven ability of consistently good and outstanding teaching.</p> <p>Ability to plan lessons and sequences of lessons to match the needs of a wide range of children</p> <p>Experience in a range of specialist teaching strategies including:</p> <ul style="list-style-type: none"> <li>• Review, Teach, Practise, Apply</li> <li>• Synthetic phonics</li> <li>• Guided reading</li> <li>• SPaG</li> <li>• Calculations strategies</li> <li>• Self and Peer assessment</li> </ul> <p>Ability to adapt lessons for a wide range of abilities so all pupils can engage and develop.</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 in a range of specialist teaching strategies including:</p> <ul style="list-style-type: none"> <li>• Task analysis</li> <li>• Makaton</li> <li>• PECs</li> <li>• Intensive Interaction</li> <li>• Attention Autism</li> <li>• SCERTS</li> <li>• TACPAC</li> </ul> <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>Knowledge and understanding of the integrated nature of child and adult behaviours, using this well to manage challenging behaviours.</p> <p>Knowledge and understanding of appropriate use of physical restraint.</p> <p>Trained in Safer Interventions, THRIVE, or Team Teach.</p>
<p>Proven ability in teaching subjects across the curriculum, with a focus on teaching pupils to apply their skills in different contexts.</p>	<p>Strengths in teaching subjects using a multi-sensory approach.</p>
<p>Effective communication skills to work as part of a team and to guide parents on how to help their child improve.</p>	<p>Effective communication skills to work as part of a team and to keep parents informed of their child's progress.</p>

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.	An understanding of the Bristol DEYO.
A secure knowledge of synthetic Phonics	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.	Experience teaching in a SEND School setting
Knowledge and understanding of end of KS2 assessments	
A secure knowledge of synthetic Phonics	

Specific for KS3/KS4

Essential	Desirable
Knowledge and understanding of planning sequences of lessons from the upper KS2/KS3 curriculum.	A secure knowledge of synthetic Phonics
	Knowledge and understanding of AQA Unit Awards.
	Experience teaching in a SEND School setting

Specific for Post 16

Essential	Desirable
Knowledge and understanding of planning a sequence of lessons relating to teaching independence and employability skills.	Knowledge and understanding of ASDAN and/or functional skills courses
Knowledge and understanding of teaching vocational skills for young people.	Experience teaching in a SEND School setting