

Person Specification for Teaching positions at Ravenswood School

Generic for all positions

| Essential | Desirable |
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| <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>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"> • Review, Teach, Practise, Apply • Synthetic phonics • Guided reading • SPaG • Calculations strategies • Self and Peer assessment | <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"> • Task analysis • Makaton • PECs |
| <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 interactive 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>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 performing arts subjects.</p> <p>Strengths in teaching MFL (French)</p> |

Specific for KS3/KS4

| Essential | Desirable |
|--|-----------|
| <p>Knowledge and understanding of planning sequences of lessons from the upper KS2/KS3 curriculum.</p> | |