

Person Specification for Teaching positions

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>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>Experience in using Reactive Intervention Strategies to manage challenging behaviours.</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 KS2

Essential	Desirable
<p>Knowledge and understanding of planning sequences of lessons from the lower KS2 curriculum.</p> <p>Knowledge and understanding of end of KS2 assessments</p>	

Specific for KS3

Essential	Desirable
Knowledge and understanding of planning sequences of lessons from the upper KS2/KS3 curriculum.	

Specific for p-16

Essential	Desirable
Knowledge and understanding of planning sequences of lessons related to teaching independence skills	Knowledge and understanding of ASDAN or WJEC pre-entry level courses.
Knowledge and understanding of teaching vocational skills for young people with early skills.	