



This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check and Barred list check is required for all successful applicants.

Successful applicants will need to provide evidence of their Identity and Right to Work in the UK.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role. The school will undertake, Right to Work, Enhanced DBS clearance, Disqualification (regulations) 2009, prohibition checks and if overseas trained a certificate of good conduct will need to be obtained if applicable prior to interview.

PERSON SPECIFICATION

Job Title Middle leader Teacher with responsibility for Literacy

Salary. MPS / UPS TLR 2A + SEN

	ESSENTIAL	DESIRABLE
INITIAL QUALIFICATIONS	Qualified Teacher Status Degree or equivalent	A recognised SEN qualification
FURTHER QUALIFICATIONS/ PROFESSIONAL DEVELOPMENT	Familiar with recent developments in the teaching of own subject specialism Sufficiently experienced to lead Core subject Willingness to undertake further training	English at higher level
EXPERIENCE AND KNOWLEDGE	Must have a understanding of the skills and attributes involved in effective leadership and management Previous experience working with children with challenging behaviour Possesses extensive and up-to-date knowledge of the National Strategies for Literacy as well as the emerging changes to the curriculum	Experience of teaching pupils with SEN ASD, ADHD Experience of teaching in other curriculum areas Team Teach trained.

	<p>Be at least good in all areas of a teacher's performance</p> <p>Recent experience of teaching pupils at KS1/2</p> <p>Familiar with the British National Curriculum</p> <p>Knowledge and experience of technologies to support teaching and learning</p> <p>Having a proven success in working with children with SEMH</p> <p>Wide range of strategies for improving outcomes and achieving excellence for all including the use of performance data</p> <p>Knowledge of the professional teaching standards</p> <p>Understanding the challenges SEMH children present</p> <p>Ability to manage challenging behaviour</p> <p>Knowledge of Behaviour Management Strategies</p>	
<p>SKILLS AND ABILITIES</p>	<p>Excellent verbal and written communication skills</p> <p>Ability to use Behaviour Management Strategies</p> <p>Must possess a thorough knowledge of the features of good / outstanding teaching and learning and has the ability to implement and coach 'Assessment for Learning' strategies</p> <p>Must be able to analyse and use comparative data effectively to assess pupils' performance and progress</p> <p>Must be able to work collaboratively and effectively in a team with the Head teacher, Deputy Head teacher, staff, governors and parents</p> <p>The ability to converse at ease with parents/pupils and members of the public and communicate in accurate spoken English</p>	

	<p>is essential for the post</p> <p>Good basic skills in English and Maths.</p> <p>IT literate.</p> <p>Track, manage and use pupil data effectively</p> <p>Reflection on own practice to enhance quality of teaching and pupil performance</p> <p>Works as part of a team and communicates effectively with staff at all levels including those in external agencies.</p> <p>Sound organisational skills ensuring deadlines are met</p> <p>Works methodically under pressure</p>	
OTHER	<p>Self motivation</p> <p>Ability to maintain confidentiality</p> <p>Flexibility</p> <p>Willingness to, and ability to, run whole school CPD</p> <p>Upholding the ethos and policies and practice of the school. A commitment to the inclusion of all children.</p> <p>Commitment to safeguarding pupils.</p> <p>Empathy and resilience of working with children who have challenging behaviour.</p> <p>In addition to the candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> • Motivation to work with children and young people; • Ability to form and maintain appropriate relationships and personal boundaries with children and young people; • Emotional resilience in working with challenging behaviours; and 	

	<ul style="list-style-type: none"> • Attitudes to use of authority and maintaining discipline. <p>If the applicant is shortlisted, any relevant issues arising from references will be taken up at interview.</p>	
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The criteria above will be assessed at application stage and during the selection process e.g. interview, presentation.

Skills School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Two references and an enhanced DBS check via. The Disclosure & Barring Service is a requirement. Any gaps in employment will be explored.

Updated March 2019

Commitment to the City Council's equal opportunities policy will be required.