SPRINGSIDE PRIMARY SPECIAL SCHOOL
PERSON SPECIFICATION

POST Lead teacher (satellite provision)

Main scale classroom teacher plus TLR 2b plus 1 SEN point)

Note to Applicants

- The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.
- Appointment to this post is subject to an enhanced criminal record OPTIONAL and barred list check.
- The Essential Criteria are the qualifications, experience, skills or knowledge you MUST SHOW YOU HAVE to be considered for the job.
- The Desirable Criteria are used to help decide between candidates who meet ALL THE Essential Criteria. The How identified column shows how the School will obtain the necessary information about you.
- If the How Identified column says the Application Form next to an Essential Criteria or a Desirable Criteria, you MUST include in your application enough information to show how you meet these criteria. You should include examples from your paid or voluntary work.

The successful candidate will:

- Demonstrate a commitment to safeguarding and promoting the welfare of children and young people.
- Be willing to work collaboratively across Springside School and the host mainstream setting.
- Be committed to developing inclusive practice and promoting positive outcomes for all learners.
- Demonstrate professional values that align with the ethos and vision of Springside Primary Special School.
- Successfully obtain an Enhanced DBS check and all relevant pre-employment clearances.

Expected Leadership Behaviours

The successful candidate will:

- Place relationships, wellbeing and communication at the heart of their practice.
- Lead with warmth, optimism and high expectations.
- Support staff through coaching, modelling and collaborative problem-solving.

- Champion inclusion and advocate for the needs of learners and families.
- Maintain a relentless focus on ensuring every learner experiences belonging, achievement, independence and success.

	ESSENTIAL CRITERIA	HOW IDENTIFIED	DESIRABLE CRITERIA	HOW IDENTIFIED
Qualifications and training	• Qualified Teacher Status • Degree or equivalent qualification • Evidence of continuing professional development relevant to Early Years and SEND • Recent experience of working with learners with additional needs for example social communication difficulties, severe learning difficulties and neurodiversity	Application form, checking of certificates and Interview	• National Professional Qualification (NPQ) or leadership qualification • SEND qualification or postgraduate study relating to inclusion, SEND or Early Years • Specialist training in Autism, Communication and Interaction, Sensory Processing, Trauma Informed Practice or Attachment.	Application Form.
Experience	• Experience of establishing or developing specialist provision, nurture provision or inclusion pathways • Successful teaching experience within a mainstream Early Years setting • Experience of working within a specialist provision or SEND setting • Experience of planning, assessing and delivering an engaging Early Years curriculum • Experience of supporting learners with a range of SEND needs	Application form, checking of certificates and Interview	• Experience of establishing or developing specialist provision, nurture provision or inclusion pathways • Experience of working within a satellite provision or co-located provision • Experience of managing or leading a team • Experience of contributing to whole-school improvement initiatives	

	• Experience of leading, supporting or mentoring support staff • Experience of working effectively with families and multi-agency professionals			
Knowledge and Understanding	• Excellent knowledge of child development and Early Years pedagogy • Secure understanding of the Early Years Foundation Stage Framework • Strong knowledge of SEND and strategies to support learners with complex needs • Understanding of adaptive teaching and personalised learning approaches • Knowledge of safeguarding responsibilities and statutory requirements • Awareness of current national developments relating to SEND and inclusive practice • Understanding of specialist assessment approaches for learners with SEND • Knowledge of specialist communication approaches including PODD, Signalong and AAC systems •	Application form, checking of certificates and Interview	• Experience of supporting transitions between educational phases • Knowledge of trauma-informed and attachment-aware practice	
Teaching and Learning	• Ability to create nurturing, stimulating and engaging learning environments • Ability to adapt teaching effectively to meet individual needs whilst maintaining high expectations • Ability to assess, monitor and celebrate progress from individual starting points • Ability to promote communication, independence, emotional wellbeing and personal development • Experience of integrating specialist SEND practice within mainstream contexts	Application form, checking of certificates and Interview	• Experience of developing highly personalised SEND curricula • Experience of using a range of assessment tools to evidence small-step progress	

Leadership and Management	• Ability to lead by example and model excellent classroom practice • Ability to inspire, motivate and support colleagues • Ability to organise, prioritise and manage competing demands effectively • Ability to build and maintain positive relationships with a wide range of stakeholders	Application form, checking of certificates and Interview	• Experience of monitoring provision and supporting quality improvement • Experience of delivering professional development • Experience of contributing to strategic planning	
Personal Qualities	• Demonstrates a genuine commitment to inclusion and improving outcomes for learners with SEND • Warm, caring and child-centred approach • Resilient, adaptable and solution-focused • Highly organised with excellent communication skills • Reflective practitioner committed to continual professional learning • Ability to work collaboratively and maintain positive professional relationships • High levels of integrity, professionalism and discretion • A strong belief that every learner can succeed and thrive when provided with the right support and opportunities	Application form, checking of certificates and Interview		