Willow Grove Primary School
Willow Grove
Ashton-In-Makerfield
WN4 8XF

Schools Job Profile Acceptance Form
Class Teacher – Special School
Qualified Teacher Pay Scale

SIGNATURES / AUTHORISATION

Job profiles are general, rather than explicitly describing any particular role and staff would not necessarily be expected to carry out all of the activities described. However staff may also be expected to undertake some duties which are not detailed in the job profile.

I/we agree that this job profile is an accurate reflection of the duties, skills and responsibilities of the post.

Signed Governors: ..... Date .....

Signed Headteacher: ..... Date .....

Signed Jobholder: ..... Date .....

Print Name Jobholder: ..... NI No: .....

School Name: .....

DFES .....

Please sign and return to your manager.

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Person Specification / Selection Criteria
Class Teacher - Special School

A. Experience

	Essential	Desirable	Source A = Application I = Interview R = References T = Task/Observation
Teaching experience in primary schools or specialist settings.	E		A, I, R
Understand the curricular and behavioural needs of children with SEMH needs.	E		A, I, T
A proven track record of recent and successful class teaching in classes of primary age (or of successful training for ECTs).	E		A, I, R
Successful experience of teaching a creative curriculum within the directives of the National Curriculum.	E		A, I, R
Ability to adapt and scaffold lessons to meet the needs of all learners in the classroom.	E		A, I, R, T

B. Training and Qualifications

	Essential	Desirable	Source
Qualified Teacher Status	E		A, I
Excellent standard of numeracy & literacy skills	E		A, I, T, R
Excellent time management, organisation and report writing skills	E		A, I, T
Willingness to undertake further relevant training	E		I
Willingness to undertake basic first aid		D	A, I

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C. Knowledge and Understanding

Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post.

	Essential	Desirable	Source
An excellent understanding of special educational needs and the SEND Code of Practice.	E		A, I, T
Excellent time management, organisation and report writing skills	E		A, I, T, R
A firm understanding of the trauma informed approach and attachment theory.		D	A, I
Excellent understanding of current theory and practice of best practice in teaching and learning.	E		A, I, T, R
Thorough knowledge of the National Curriculum and recent initiatives to accelerate learning.	E		A, I, T
Excellent subject knowledge of core National Curriculum subjects and good knowledge of foundation subjects.	E		A, I, T, R
Knowledge of the Early Years curriculum.	E		A, I
Understanding of effective strategies for maintaining high standards of behaviour for learning within the classroom and in accordance with the school's policy and trauma informed approaches.		D	A, I
A commitment to equal opportunities for all learners.	E		A, I
Understanding of the principles of child development and learning processes	E		A, I, T
Knowledge of the policies/codes of practice and awareness of relevant legislation	E		A, I
Knowledge of Health and Safety		D	A, I

D. Personal Skills, Abilities and Competencies

Applicants should be able to provide evidence that they have the necessary skills and abilities required.

	Essential	Desirable	Source
Interest, encourage, engage and emotionally regulate pupils.	E		A, I, T
Provide appropriate levels of challenge, so that pupils make excellent progress in line with their abilities.	E		A, I
Ability to communicate with and relate well to parents/carers and other adults	E		A, I
Use methods and resources that enable all pupils to learn effectively.	E		A, I
Ability to work in accordance with the schools health and safety policies	E		A, I
Ability to recognise own learning needs and seek further opportunities	E		A, I
Use assessment information effectively to plan next steps in children's learning.	E		A, I
Make effective use of teaching and learning time.	E		A, I, R
Secure high standards of behaviour.	E		A, I
Make effective use of teaching assistants and other support.	E		A, I
Enable pupils to acquire new knowledge and skills.	E		A, I
Enable pupils to develop the skills to work independently and collaboratively.	E		A, I
Enable pupils to develop self-esteem and respect for themselves and for others.	E		A, I
Create a well organised, stimulating learning environment.	E		A, I

Ability to make a significant contribution to a school ethos that promotes high standards	E		A, I, T, R
A commitment to raising standards.	E		A, I, R
Ability to deal with minor injuries		D	A, I

E. Legal Issues

	Essential	Desirable	Source
Legally entitled to work in the UK	E		A, I