

KS1 Class Teacher and SENDCo - Person Specification

	Essential	Desirable
Qualifications & Experience		
Education	<ul style="list-style-type: none"> • A degree or equivalent with Qualified Teacher Status or in the process • Either already have or be willing to undertake the accredited SENCO qualification 	
Experience	<ul style="list-style-type: none"> • Experience of working in Key Stage One. • Has experience of delivering phonics sessions. • Is aware of the Year One curriculum. • Experience of working alongside other teachers in the development of teaching and learning • Experience of setting targets and monitoring, evaluating and recording progress • Experience of supporting children with SEN from age 4-11 	<ul style="list-style-type: none"> • Experience of teaching a Year One class. • Experience of the Year One Phonics Screening Check. • Experience of teaching the whole primary age range dealing with a range of SEN.
Professional Knowledge		
Safeguarding	<ul style="list-style-type: none"> • Thorough knowledge and understanding of safeguarding children. 	
Teaching, Learning & Assessment	<ul style="list-style-type: none"> • Be a highly effective practitioner. • Plan creative and engaging learning opportunities that capture the children's imagination. • Knowledge of Key Stage One reading, number and writing skills. • Demonstrates a good understanding of assessment and progress. • Is aware of the importance of effective partnerships with parents and can demonstrate this. 	<ul style="list-style-type: none"> • Desire to lead a subject area. • A particular passion in a wider curriculum area like Music, PE, Science or Art.
Special Educational Needs	<ul style="list-style-type: none"> • The statutory requirements of legislation concerning Safeguarding, including Child Protection, Equal Opportunities, Health & Safety and SEN • The SEN Code of Conduct and its practical application - planning and implementing an effective teaching programme and Individual Education Plans, including the monitoring, assessment, recording and reporting of pupils' progress • The positive links necessary within school, a child's home and external agencies 	<ul style="list-style-type: none"> • The funding support mechanism for SEN • The roles and responsibilities of educational psychologists and of learning and behaviour support services
Performance Analysis	<ul style="list-style-type: none"> • Has an understanding of data and knows how to use this information to target pupils to ensure high outcomes for all. 	

Professional Skills	Essential	Desirable
Ethos	<ul style="list-style-type: none"> • A holistic approach to the well-being and education of pupils. • The ability to challenge and engage children in their learning through creative opportunities, with high levels of expectations of all learners. • Supportive of our school values, ethos and unique vision. 	
Curriculum	<ul style="list-style-type: none"> • The ability and commitment to fulfil the Trust's vision of 'Fun, Creativity and Achievement,' in a unique way at Holne Chase Primary School. • Ability to set up a creative and engaging learning environment which is of a high standard that inspires children and supports their learning. 	<ul style="list-style-type: none"> • Experience of using the 'Outdoors' to enhance learning regularly. •
Professional Attributes		
Relationships	<ul style="list-style-type: none"> • Ability and willingness to work collaboratively and supportively within the school team and the wider Trust. • Build relationships with parents that support the well-being and academic progress of the children in your class. • Able to inspire confidence and respect amongst colleagues and the school community. • Builds effective and professional working relationships with parents, staff, Trust members and the wider community. 	
Attitude	<ul style="list-style-type: none"> • A team player who is willing to support other staff members and work together to support the growth of our new school. • Is committed to their own professional development. • Is a creative thinker, who strives to embed innovative practice and strategies to improve learning for all pupils. • Consistently reflects the highest levels of professionalism as a role model at all times and demonstrates the school's aims and values at all times. • A good sense of humour! 	