

Mill Green School Person Specification
Teacher

| | Essential | Desirable |
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| Professional Qualifications | <ul style="list-style-type: none"> • Degree in Education (A) • Qualified Teaching Status (A) | <ul style="list-style-type: none"> • Professional development within SEN (A) |
| Experience | <ul style="list-style-type: none"> • Effective classroom practitioner within a mainstream or special school (All) | <ul style="list-style-type: none"> • Some experience working with classes/pupils with SEN (All) • Experience/knowledge of working within KS4 KS5 (All) |
| Teaching Leadership | <ul style="list-style-type: none"> • To be an innovative, consistent classroom practitioner (All) • Willingness to support the ethos of the school (I) • A sense of humour (I) • The ability to work with colleagues as a classroom leader and as a team member in achieving identified targets (All) • The ability to be flexible and respond to change (All) • The ability to take part in an exciting innovative curriculum (All) • Successful subject leadership (All) • Clear knowledge of working within some or all of the following: Key Stage 4, 5 provision while supporting a range of SEN (All) • Qualities necessary for promoting and safeguarding the welfare of all children and young persons throughout the school (All) • Clear experience in leading or being part of a team in supporting parents, local community and all other key stakeholders in the development and life of the school (All) | <ul style="list-style-type: none"> • Knowledge of meeting the needs of a wide range of SEN (All) • Awareness of health and safety practices in a special school (I) • The understanding and impact of school self evaluation (All) • To lead and support by example within the classroom in the management of complex and challenging behaviour. (All) |
| Strategic | <ul style="list-style-type: none"> • Ability to effectively plan and | <ul style="list-style-type: none"> • To understand the |

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| Planning | <p>prioritise.(AI)</p> <ul style="list-style-type: none"> • To show a willingness to take part in the future role of the school within its local learning community (A/I) • Through clear strategic practices and procedures, be able to set future learner targets with clear impact (A/I) | future for special schools within an inclusive learning community (A/I) |
| Skills and Abilities | <ul style="list-style-type: none"> • Effective oral and written communication to a wide range of audiences (A/I) • Effective time management (R) • ICT competent (A/I) • A high level of commitment (A/I) • Ability to inspire and support others with their class(I/R) • Good attendance and punctuality record (R) • To be firm, fair and consistent in all decision making (I/R) • To be able to adapt and work effectively within a range of different teams and settings (I/R) • To be able to positively represent and promote the school. (I/R) | |

A – APPLICATION FORM AND SUPPORTING LETTER

I – INTERVIEW PROCESS

R – REFERENCES

ALL – THE ABOVE A, I AND R