

THE LEGACY LEARNING TRUST
BRECKON HILL PRIMARY SCHOOL



Classroom Teacher - High Need SEND Leader (Mixed-Age Class)

Person Specification

| | Essential | Desirable |
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| Qualification | <ul style="list-style-type: none"> • Qualified Teacher Status (QTS). • Evidence of relevant SEND training or commitment to undertake further SEND qualifications (e.g. NASENCo). | <ul style="list-style-type: none"> • A recognised SEND qualification (e.g. NASENCo or equivalent). |
| Knowledge and Understanding | <ul style="list-style-type: none"> • Secure knowledge of the SEND Code of Practice. • Strong understanding of autism and speech, language and communication needs. • Understanding of inclusive teaching strategies and reasonable adjustments. • Knowledge of safeguarding and child protection procedures. • Have a good understanding of the curriculum expectations. • Have a good understanding of safeguarding. | <ul style="list-style-type: none"> • Experience of leading a SEND class or resource provision. • Experience of trauma-informed or attachment-aware practice. • Have experience of a multicultural environment. |
| Planning | <ul style="list-style-type: none"> • Be able to plan engaging lessons. • Be able to identify clear learning intentions and related success criteria. • Be able to effectively differentiate teaching and learning based on the needs of the children. • Be able to set clear targets for pupils, building on prior attainment. • Have experience of planning for SEN and More Able children, providing targeted support. | <ul style="list-style-type: none"> • Experience of contributing to the Education Health and Care Plan processes. • Have experience of creating medium term plans. |

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| Teaching and Learning | <ul style="list-style-type: none"> • Experience of teaching pupils with high needs SEND, including autism and speech, language and communication needs. • Experience of adapting the curriculum for pupils working significantly below age-related expectations. • Experience of writing, implementing and reviewing SEND support plans. • Experience of positive behaviour support and emotional regulation strategies. • Be able to show evidence of excellent teaching. • Have excellent organisational skills and ability to provide appropriate resources. • Set high expectations of behaviour, establishing and maintaining an excellent standard of discipline through well focused and paced lessons. • Evidence positive relationships with pupils. • Use a range of teaching methods and strategies to engage and stimulate curiosity. • Be able to make learning enjoyable. • Make successful use of IT to promote learning. • Be able to continually evaluate and improve teaching so that it increasingly impacts on children's learning and progress. • Show a good understanding of phonics teaching. | <ul style="list-style-type: none"> • Experience of EYFS and primary SEND curriculum design. • Have some understanding of the Sounds Write approach. • Have some understanding of Talk for Writing. |
| Assessment For Learning & Pupil Achievement | <ul style="list-style-type: none"> • Be able to accurately assess children's learning and progress. • Be able to mark children's work effectively, providing next steps. • Be able to promote self and peer assessment. • Be able to demonstrate that children have made great progress as a result of excellent teaching. | <ul style="list-style-type: none"> • Be able to demonstrate that children make better than expected progress as a result of outstanding teaching. |
| Relationship with parents and the wider community | <ul style="list-style-type: none"> • Be able to communicate well with a range of parents. • Have a commitment to making a difference to children's lives. | <ul style="list-style-type: none"> • Have experience of working and liaising with external agencies. |
| Relationships with colleagues | <ul style="list-style-type: none"> • Be able to communicate well with other members of staff. • Be willing and able to work as part of a team. • Have experience of working with and implementing advice from SENCo. | <ul style="list-style-type: none"> • Be an excellent role model for less experienced members of staff. |
| Leadership | <ul style="list-style-type: none"> • Show commitment to developing as an effective professional teacher. | <ul style="list-style-type: none"> • Show strengths and expertise in a specific curriculum area. |

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| Personal Qualities | <ul style="list-style-type: none">• Empathy, patience and resilience.• High expectations for all pupils.• Commitment to inclusion and equality.• Reflective and solution-focused.• Professional integrity and confidentiality.• Hard working.• Willingness to learn and develop.• Creative.• Friendly & Approachable.• Sense of humour.• Flexible and adaptable. | |
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