**Personal Specification for Class Teacher**

**Scale:** Main professional scale/UPS dependent on experience/training

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| **Criteria**   |  **Essential**   |  **Desirable**   |
| Qualifications Experience  |  Qualified teacher status  Degree or equivalent commitment to continuing professional development  Teaching students with a range of Special Educational Needs Experience of working with a range of students with complex learning needs and with social, emotional, and mental health difficulties preferably within a school setting.   |  Specialisation or certification in special education, social emotional learning, or mental health education.  Postgraduate qualifications in areas relevant to SEND or inclusive education.  Additional training or certifications in areas such as trauma-informed practice, positive behaviour interventions and supports or mental health first aid.  |
| Experience of teaching students with communication difficulties using a Total Communication approach. Demonstrable experience working with students with social, emotional, and mental health SEND, preferably within a school setting.  |
|  Experience working with specific populations of students with SEND, such as those with autism spectrum disorders (ASD), ADHD, or social, emotional and mental health (SEMH)   |
| Experience of collaborating with external agencies and  |

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| Knowledge and Understanding  | Familiarity with relevant legislation and frameworks governing SEND provision, including the SEND Code of Practice and Education, Health and Care (EHC) plans.   Knowledge and understanding of annual review procedures  Ability to provide a rich, stimulating learning environment  Ability to differentiate/adapt materials to meet the needs of identified students   | professionals involved in supporting students with SEND, such as speech and language therapists,  |
| occupational therapists, or child and adolescent mental health services (CAMHS).  Training in specific interventions or programs designed to support students with social, emotional, and mental health SEND.  |
|  Knowledge of trauma informed practices and approaches to supporting students who have experienced adverse childhood experiences (ACEs) or trauma including Thrive.                     |

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| Personal Qualities  Relationships: Young people  | Ability to plan programmes of work to meet individual needs.  Commitment to safeguarding  Ability to build and sustain partnership relationships with parents/carers  Commitment Enthusiasm Humour Flexibility    Ability to inspire students through your teaching styles  Able to build positive, supportive relationships with all students  Evidence of the ability to create a happy, challenging and effective learning environment  Ability to select appropriate resources and make them accessible to students  Evidence of working effectively as a member of a team   |                                          |
| Other  | Evidence of working collaboratively in the preparation and implementation of teaching plans   Recognition and understanding of the importance of partnership with parents/carers and agencies           |             A clean driving licence (3 years)  MiDAS driving test / willingness to take MiDAS minibus driving test   |

***Creating Tomorrow Multi Academy Trust is committed to safeguarding children, promoting the welfare of all students, and expects all staff to share this commitment***