



EMPLOYEE SPECIFICATION

When filling in the application form, please demonstrate with clear, concise examples how you meet the requirements of the post. You will be assessed in relation to the *Essential and Desirable* criteria. Please bear in mind that you must possess the Essential Criteria on day 1 to be able to do the job. If there are large numbers of applicants for the post then all of the criteria will be used for shortlisting. Under the Disability Discrimination Act, we recognise and welcome our responsibility to remove any barriers in our recruitment and selection process. We have tried to assess this in our Job Description and Employee Specification, however if you feel that there are barriers, please tell us in the application form. As part of the DDA we are committed to making reasonable adjustments, wherever possible and it would help us to know your needs in order to do this.

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| Post Title: Classroom Teacher | Directorate/School: Forest Moor School | Grade/Scale: Please refer to advert |
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| Criteria No | Attributes | Criteria | How Identified | Rank |
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| 1 | Relevant Experience | <ul style="list-style-type: none">• Experience of developing, implementing, monitoring and reviewing learning and behaviour management programmes of young people with specific support needs | Application Form/Interview | Essential |
| 2 | | <ul style="list-style-type: none">• Experience of working effectively within a multi-disciplinary assessment and/or support context for disaffected young people | Application Form/Interview | Desirable |
| 3 | | <ul style="list-style-type: none">• Experience of teaching SEMH/Challenging anxious pupils | Application Form/Interview | Desirable |



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| 4 | Education and Training Attainments | <ul style="list-style-type: none"> • Qualified teacher status/QTLS in required areas with QTS status. | Application Form/Interview | Essential |
| 5 | | <ul style="list-style-type: none"> • A further advanced qualification in the education of pupils with SEMH support needs | Application Form/Interview | Desirable |
| 6 | General and Special Knowledge | <ul style="list-style-type: none"> • An understanding of current approaches to the support of young people at risk of social exclusion | Application Form/Interview | Essential |
| 7 | | <ul style="list-style-type: none"> • Knowledge of legislation as it applies to pupils with SEN/SEMH | Application Form/Interview | Desirable |
| 8 | | <ul style="list-style-type: none"> • An understanding of inclusion and potential barriers which may face young people with SEN/SEMH and those at risk of offending | Application Form/Interview | Essential |
| 9 | Skills and Abilities | <ul style="list-style-type: none"> • Interpersonal skills which facilitate positive professional relationships with young people and multi-disciplinary teams | Application Form/Interview | Essential |
| 10 | Additional Factors | <ul style="list-style-type: none"> • Good oral and written communication skills | Application Form/Interview | Essential |
| 11 | | <ul style="list-style-type: none"> • Ability to work effectively as a team member | Application Form/Interview | Essential |
| 12 | | <ul style="list-style-type: none"> • Versatility, Creativity & Resilience | Application Form/Interview | Essential |

