

**Discovery Academy
Person Specification**

Post Title: Class Teacher (General)

	Essential	Desirable	How Assessed
Qualifications & Experience <ul style="list-style-type: none"> • Qualified teacher status • GCSE Grade C or above in mathematics or English or equivalent qualification • Willing to undertake regular training and professional development as and when required • Working knowledge of SEND Code of Practice 0-25 years • Has experience of teaching children or young people with SEND including Autism in a mainstream, resource base or special school setting • Ability to teach all subjects. • To deliver key stage 2 and above English although other subject expertise will be considered 	✓ ✓ ✓ ✓ ✓ ✓	 ✓ ✓	CQ/AF CQ/AF AF AF/I/O AF/O AF/O AF AF/ I
Knowledge & Understanding <ul style="list-style-type: none"> • Knows how to use ICT effectively to enhance learning and communication • Understands that pupils with SEND may experience persistent differences with social interaction, social communication and understanding emotions • Understands barriers to completing homework and sitting tests and exams for pupils with SEND conditions and knows how to support pupils to break down barriers • Knows how to use personal interests and strengths to motivate pupils to engage in learning • Knowledge of accreditation routes • Have a good understanding of phonics and how it can be adapted to suit SEND children 	✓ ✓ ✓ ✓ ✓	 ✓	I/O/AF I/T I/T I/O/AF I/O/AF I/O/AF
Personal Qualities and Attributes <ul style="list-style-type: none"> • Is able to provide and maintain visible and predictable structure for pupils • Is able to provide opportunities for pupils to apply learning in different contexts and situations • Able to provide pupils with clear boundaries and consistent support with engagement, learning, emotional regulation, sensory needs and behaviour management. • The ability to use restorative approaches to minimise conflict and build and maintain effective partnership working with pupils and parents • Able to facilitate pupil participation and involvement in all aspects of school life • Able to effectively role model what is expected of others 	✓ ✓ ✓ ✓ ✓ ✓	 	I/O I/O I/O I/O I/O I/O
Safeguarding <ul style="list-style-type: none"> • Suitability to work with, and ability to form and maintain appropriate relationships and personal boundaries with children 	✓		I/R

<ul style="list-style-type: none"> • A commitment to safeguarding and promoting the welfare of children, young people and/or vulnerable adults • An understanding of and commitment to equal opportunities issues both within the work place and the community in general • A criminal records check at an enhanced level • Exempt from the Rehabilitation of Offenders Act, 1974 (All spent convictions to be declared) 	✓		AF/I/R
	✓		I
	✓		DBS
	✓		AF
Physical requirements			
<ul style="list-style-type: none"> • No serious health problems which is likely to impact upon job performance; (that is, one that cannot be accommodated by reasonable adjustments) • Good sickness/attendance record in current/previous employment, college or school as appropriate, (not including absences resulting from disability) 	✓		I/R
	✓		I/R

Key: AF – Application Form I – Interview O - Observation R – Reference

This specification has been prepared in accordance with the requirements of the Equal Opportunities in Employment Policy. We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

In the event of a large number of applicants meeting the essential criteria, desirable criteria or occupational testing may be used as a further shortlisting tool. Disabled applicants who meet the essential shortlisting criteria will be guaranteed an interview.