

## Teacher Person Specification

	<i>Essential</i>	<i>Desirable</i>
<i>Education and Qualifications</i>	<p>Qualified Teacher Status/ QTLS Hold a degree or relevant professional qualification Continued Professional Development</p>	<p>Further SEN/SED training</p>
<i>Knowledge and Experience</i>	<p>Possess a range of approaches for supporting students with social and emotional difficulties to improve their knowledge of self and acquire strategies for change Knowledge and experience of the demands of the relevant curriculum area(s) Experience of fostering positive relationships with parents/carers Proven high quality teaching experience in mainstream school(s), including strategies for maximising progress and raising attainment Demonstrable great impact on learning outcomes and progress for all students Knowledge and experience of safeguarding procedures Hold a full driving license</p>	<p>Experience of leading the work of support staff Leadership of a curriculum area Experience of delivering CPD for colleagues Knowledge and experience of effective transition Experience of working in partnership with other stakeholders and agencies to improve outcomes for vulnerable pupils</p>
<i>Skills</i>	<p>Excellent 'Quality First' practitioner, personalising the learning for each student Demonstrate innovative and motivating pedagogic practice, with a proven track record of maximising progress Build and maintain effective relationships Leadership and collaboration within the classroom and staffroom Good communication skills – written (including report writing), oral and ICT literate Flexible working style Self-drive and motivation Self-aware and resilient Effective organisational skills Excellent inter-personal skills</p>	<p>Support parents in the development of their own skills Coaching techniques</p>
<i>Attitudes</i>	<p>High expectations of students' achievement and behaviour Reflective practitioner Resourceful and adaptable Professional and energetic approach to all challenges, with a 'can do' mentality Actively promote student voice in learning Belief in the primacy of relationships in establishing and maintaining effective learning environments Non-judgemental commitment to improving the life chances of all students and their families A passion for educational inclusion including a positive view of difference and diversity Commitment to the ethos and values of The Albany Empathy Willingness to undertake further personal and professional development</p>	
<i>Other</i>	<p>Ability to drive/travel to schools/further education and alternative settings within the western part of Suffolk</p>	

