



**CLASS TEACHER
CRITERIA FOR SELECTION**

	Essential	Desirable
Relevant Experience	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) or relevant teaching experience with a commitment to achieving QTS • Experience of working with children or young people with SEND • Experience planning and delivering lessons across a broad curriculum adapted for a range of learning needs • A commitment to inclusive education and personalised learning 	<ul style="list-style-type: none"> • Experience of teaching in a special school or specialist provision • Subject specialism in PE, humanities, PSHE, music or art • Experience working within a therapeutic or holistic curriculum • Experience supporting students working below age-related expectations or towards Entry Level/National Qualifications • Experience contributing to EHCP annual reviews • Willingness to undertake further professional development (e.g. Team Teach, CPI, trauma-informed practice, NASENCO)
Skills and abilities	<ul style="list-style-type: none"> • Ability to plan and deliver creative, engaging lessons for students with complex MLD • Ability to adapt and differentiate learning to meet a wide range of needs • Ability to build positive, trusting relationships with students and staff • Strong communication skills with students, families and colleagues • Effective use of assessment to support progress and inform planning • A reflective approach and willingness to learn and adapt 	<ul style="list-style-type: none"> • Ability to work collaboratively with support staff and external professionals • Capacity to manage a classroom with high levels of adult support • Ability to use sensory, communication or assistive technology approaches where appropriate • Understanding of how to support emotional regulation and communication needs
General and specific knowledge	<ul style="list-style-type: none"> • Understanding of the needs of learners with complex MLD and associated conditions such as autism, SCLN and SEMH • Awareness of therapeutic and sensory approaches to education 	<ul style="list-style-type: none"> • Experience contributing to or understanding the EHCP process • Broader awareness of approaches to SEND provision

Safeguarding	<ul style="list-style-type: none">• Be willing to familiarise yourself with school policies and procedures in relation to safeguarding and/or child protection• An awareness of the increased vulnerability of students with SEND	
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