

**Lindern Lodge
Person Specification**

Curriculum Leader – Formal Curriculum

Education and Training			
Essential Criteria		Desirable Criteria	
Qualified teacher status		SEN experience.	
Willingness to undertake Mandatory qualification (QTVI, Teacher of the Deaf or QTMSI) training if not already qualified		QTVI or in training	
Achievements and Experience			
Essential Criteria		Desirable Criteria	
Knowledge of the English Educational System and National Curriculum		Knowledge of specialist curriculums and materials used with children with visual impairments	
Experience of the teaching of children preferably with emphasis on children with visual impairments		An understanding of the role of school governors	
Knowledge of current SEN educational legislation including Code of Practice and EHCPs		Experience in curriculum development and curriculum modification for children with visual impairment and/or other special educational needs	
Good organisational and administrative duties and management of one's own workload		Experience of working with families	
		Previous experience as a SENCO or Peripatetic QTVI	
Teaching and Learning			
Essential Criteria		Desirable Criteria	
Ability to widen opportunities given to parents for involvement in educational matters		Has an appreciation of the wider curriculum including Mobility and Tactile Skills education	
A child-centred approach with good interpersonal skills that promote achievement and purposeful learning for all children.		Willingness to undertake CPD to sustain Service/personal development and improvement	
Ability to be creative, resourceful and flexible			

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Commitment to quality teaching and learning experiences			
Knowledge and understanding of assessment for learning			
Ability to plan and work collaboratively with colleagues in a flexible and multi-disciplinary way			
Understanding of home/service partnership			
Commitment to and understanding of Safeguarding policy and procedure			
To liaise, consult and contribute effectively to whole staff dialogues			
Can demonstrate effective communication skills, both orally and in writing to a variety of audiences			
Knowledge and understanding of how ICT and adaptive technologies support learning			
Can demonstrate a clear understanding of and commitment to safeguarding children			
Personal Skills			
Essential Criteria		Desirable Criteria	
Ability to be reflective, to learn from self-reflection or from the observations of others with a willingness to change, adapt and improve			
A positive ethos, resilience and a high level of personal commitment			
An ability to develop and maintain good relationships and work as part of a committed team			
A sensitivity to and an understanding of equal opportunity issues with an ability to implement appropriate action			
Ability to work in mutually supportive way with other professionals for the benefit of the children			

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