

Person Specification
Teacher for VI/MSI/HI

Education and Training			
Essential Criteria		Desirable Criteria	
Qualified teacher status		Evidence of additional experience, study or qualification with pupils with special educational needs	
Mandatory qualification deafblind/multisensory impaired (QTMSI) or Visually Impaired (QTVI)			
BSL Level 1 qualification		BSL Level 2 qualification	
Achievements and Experience			
Essential Criteria		Desirable Criteria	
Experience in SEN Teaching - the ability to teach pupils with special educational needs with emphasis on children and young persons who are deafblind/MSI		Experience of curriculum development and curriculum modification for pupils with special educational needs	
Experience of organisational and administrative duties		Evidence of, or willingness to take up leadership responsibility, leading by example and motivating and empowering a large committed staff team	
Experience or knowledge of specialist systems used with pupils who are deafblind/MSI		Able to manage pupils with medical and health related needs	
Experience or knowledge of positive behaviour strategies for dealing with pupils who may display challenging behaviour			
Skills & Abilities			
Essential Criteria		Desirable Criteria	
A strong understanding of the child centred approach with good inter-personal skills that promote achievement and purposeful learning for all pupils in a happy and caring environment		Has an appreciation of the wider curriculum both inside and outside school.	
Ability to be creative, resourceful and flexible whilst appreciating the need to manage existing physical and material resources effectively in controlled budgets		Ability to demonstrate a commitment to and understanding of consultation and ownership in formulating school policy	
Up to date knowledge of the current SEN educational legislation and the implications for whole school development – with reference to the Code of Practice and education, health and care plans (EHCs)		Knowledge of the National Curriculum, P Scales, assessment and moderation in relation to the Victoria Curriculum appropriate for pupils who are deafblind/MSI	
Knowledge of the range of assessment tools, particularly in relation to deafblind/MSI learners		An understanding of the widening opportunities given to parents for involvement in school	

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		matters	
Knowledge of the Performance Management review cycle		Understanding of home/school partnership and working with residential staff to enable the effective delivery of the 24-hour curriculum	
Ability to plan and resource on an individual basis whilst ensuring that pupils personal, social and emotional needs are being met			
Ability to co-ordinate and manage an effective team within the classroom			
Able to plan and work collaboratively with colleagues in a flexible and multi-disciplinary way			
Able 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			
Can demonstrate a clear understanding of and commitment to safeguarding pupils			
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 across the school, which result in high levels of pupil achievement			
Sensitivity to and an understanding of equal opportunity issues with an ability to implement appropriate action			
An ability to deal with sensitive matters sensitively and to treat confidential matters as confidential			
An understanding of the role of school governors			