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| **HAYBROOK COLLEGE TRUST** |
| PERSON SPECIFICATION |  **Nurture Group Teacher** |
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| Key  | E= (Essential) D= (Desirable) A= (Application Form) I= (Interview process) |
| Qualifications | E | D | A | I |
| 1 | Qualified Teacher status |  | ✓ | ✓ |  |
| 2 | Current driving licence | ✓ |  | ✓ |  |
| Successful and Substantial Experience of: | E | D | A | I |
| 3 | Managing the learning of pupils with challenging behaviour working in either a special school or in a mainstream setting | ✓ |  | ✓ | ✓ |
| 4 | Challenging underperformance at all levels and ensure effective corrective action and follow up | ✓ |  | ✓ |  |
| 5 | Working effectively in partnership with colleagues, parents, carers and outside agencies | ✓ |  | ✓ | ✓ |
| Knowledge and UnderstandingAble to evidence and apply up to date secure knowledge and understanding of: | E | D | A | I |
| 6 | Recent education and SEND developments, initiatives, legislation and how they may impact on approaches to teaching and learning at Haybrook College |  | ✓ | ✓ | ✓ |
| 7 | School evaluation and school development planning to secure effective teaching and learning and raising standards |  | ✓ | ✓ |  |
| 8 | A range of effective teaching methods with students with challenging behaviour | ✓ |  | ✓ |  |
| 9 | ‘Working together to safeguard children’ and KCSIE 2022 | ✓ |  | ✓ |  |
| 10 | Have a working knowledge of Arbor and its applications | ✓ |  | ✓ |  |
| Skills | E | D | A | I |
|  12 | Working on own initiative and prioritising workload, anticipating and meeting deadlines around College priorities and timescales and to manage a complex workload | ✓ |  | ✓ | ✓ |
| 13 | Working closely with the Head of Millside School to support the strategic direction and development of the provision | ✓ |  | ✓ |  |
| 14 | Communicating clearly, calmly and professionally in the English language, both verbally and in writing with all children or adults | ✓ |  | ✓ | ✓ |
| 15 | Responding to a wide range of complex queries and use high level decision making skills and able to solve problems analytically | ✓ |  | ✓ |  |
| 16 | Dealing with a variety of challenging clients in a calm and professional manner and to successfully build constructive relationships with colleagues, parents, other educational establishments and external agencies | ✓ |  | ✓ | ✓ |
| 17 | Presenting information and contributing effectively at meetings | ✓ |  | ✓ |  |
| 18 | Demonstrating enthusiasm, initiative and commitment to ensure that good practise is embedded across the provision. | ✓ |  | ✓ | ✓ |
| Leadership and Management Skills | E | D | A | I |
| 19 | Able to respond to a wide range of complex queries and use high level decision making skills and able to solve problems analytically | ✓ |  | ✓ |  |
| Personal AttributesAble to consistently demonstrate evidence of: | E | D | A | I |
| 20 | Consistently demonstrating the behaviours expected by virtue of being a person in a position of trust | ✓ |  | ✓ | ✓ |
| 21 | To be able to show resilience and be able to maintain a sense of humour and proportion within a challenging environment | ✓ |  |  | ✓ |
| 22 | Reliability and integrity | ✓ |  |  | ✓ |
| 23 | Being committed to maintaining a healthy work life balance for oneself and that of others | ✓ |  |  | ✓ |
| 24 | A genuine concern to secure the educational progress of pupils irrespective of their ability, or ethnic, cultural or social background  | ✓ |  | ✓ |  |
| 25 | Being suitable to work with children and able to always maintain appropriate professional boundaries between oneself and children and other work colleagues | ✓ |  | ✓ | ✓ |