

Trinity Specialist College

Teacher Person Specification

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| Area | Essential | Desirable | Assessment |
| Safeguarding | Enhanced DBS clearance  A working knowledge of the principles, practices and procedures of safeguarding  Knowledge of KCSIE  A good understanding of the Prevent Agenda |  | Application Form |
| Qualifications | PGCE/Diploma in Education and Training  QTLS  Minimum Level three qualification in relevant area or vocational expertise  Minimum Level two qualification in English/Maths/ICT or equivalent | Post 16 Teaching Qualification  Level 5 Qualification in English/ESOL/Maths  Level 2 Qualification in IT  Degree in relevant area | Application Form |
| Professional Development | Ongoing commitment to professional development and reflective practice | Recent relevant training in current educational practices/ special needs pedagogy/ care practice | Application Form |
| Values | Positive attitude in relation to the rights of young disabled people  Person centred approach that holistically supports the learning and progression of students through positive expectations  Willingness to reflect and learn  Commitment to equality of opportunity and outcome |  | Application / Interview |
| Experience | Experience of enabling learning and engagement with severe, profound and complex needs including autism  Experience of contributing to care, behaviour and support plans  Experience of differentiating learning  Experience of assessing learning and monitoring the progression of students  Experience of attending to the personal care needs of disabled young people | Experience of RARPA | Application / Interview Form |
| Skills and Abilities | The ability to converse at ease with parents, students and members of the public and provide advice in accurate spoken English  Ability to teach students on a small group basis or individually  Ability to manage health and safety of students and learners  Good working knowledge and understanding of inclusive  practice  Good Knowledge and understanding of a wide range  of cognitive and physical health needs  Good knowledge of child development  Ability to promote positive behaviour strategies and  constructive handling of problems  Ability to complete accurate records and administrate learners progress and information  Ability to contribute and manage students health and social needs  Ability to manage and develop inclusive resources that aid learning and participation  Experience of developing lesson plans, schemes of work and learning plans  Ability to contribute to enrolment processes  Ability to risk assess | High level of written and oral skills  Ability to supervise and lead staff  Ability to teach Functional Skills Maths and English at Milestone, Entry and level 1/2  Ability to teach employability.  Ability to teach I.T skills. | Application Form / Interview/  Presentation/  Observation |