

## EMPLOYEE SPECIFICATION

|                   |                                  |                                 |
|-------------------|----------------------------------|---------------------------------|
| Job Title:        | MATHS TEACHER                    | Grade: MPR/UPR plus 1 SEN point |
| Department:       | WOODBIDGE PARK EDUCATION SERVICE |                                 |
| Division/Section: | Based at Aspire Centre           |                                 |

Selection decisions will be based on the criteria outlined in this form. At each stage of the process an assessment will be made by the appointment panel to determine how far the criteria have been met.  
*Candidates who do not meet Essential criteria will not be considered.*

Criteria should either be addressed on the application form or in the statement of application.  
 Criteria will be further tested later in the process at interview.

When completing your statement of application you should ensure that you provide supporting evidence of how you meet the criteria through reference to work or other relevant experience.

| No | Criteria/Competencies | Essential | Desirable | Form | Interview |
|----|-----------------------|-----------|-----------|------|-----------|
|----|-----------------------|-----------|-----------|------|-----------|

### EDUCATION, QUALIFICATIONS & TRAINING

- 1 The applicant should have a minimum of 2 years successful teaching experience working with students with medical needs in secondary mainstream, special schools or off site units.
- 2 It is essential that the applicant has British Qualified Teacher Status and that they have had additional relevant training or has a qualification in SEN.
- 3 Evidence of attendance at recent and relevant INSET to maintain and improve expertise in subject specialism and dealing with students with medical needs and commitment to further own professional knowledge and skills, which are relevant to the post.

|   |  |   |  |
|---|--|---|--|
| X |  | X |  |
| X |  | X |  |
| X |  | X |  |

### SKILLS & ABILITIES

- 1 Proven ability to work in a positive way with students with medical needs.
- 2 Excellent classroom organisation and management skills and evidence of collaborative and cooperative working.
- 3 Proven ability to maintain records and prepare reports in accordance with current legislation relating to special needs.
- 4 Excellent ICT skills

|  |   |   |   |
|--|---|---|---|
|  | X | X | X |
|  | X | X | X |
|  | X | X | X |
|  | X | X | X |

### EXPERIENCE & KNOWLEDGE

- 1 It is essential that the applicant has experience of preparing and entering students for external examinations and tests.
- 2 Evidence of a knowledge and understanding of recent legislation to SEN and the National Curriculum and a clear understanding of the issues relating to medical needs and SEBD
- 3 Successful experience of curriculum development
- 4 Experience of using information about students' prior attainment to inform planning and to set targets.
- 5 Detailed knowledge and understanding of strategies to raise the quality of students' literacy skills.
- 6 Knowledge of a wide variety of teaching strategies to address different learning styles.
- 7 Knowledge and understanding of successful strategies for raising achievement and motivating students.
- 8 Experience of using Team Teach/Restraint Training or willingness to be trained and also a First Aid Certificate or willing to be trained for the role

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| X |  | X | X |
| X |  | X | X |
| X |  | X | X |
| X |  | X | X |
| X |  | X | X |
| X |  | X | X |
| X |  | X | X |

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|---|--|--|---|
| X |  |  | X |
|---|--|--|---|

#### DISPOSITION

- 1 Proven communication and inter-personal skills
- 2 The ability to manage stress in self and others
- 3 The willingness to initiate curriculum development
- 4 The ability to work independently and also as part of a team
- 5 Confidence and enthusiasm

|   |  |   |
|---|--|---|
| X |  | X |
| X |  | X |
| X |  | X |
| X |  | X |
| X |  | X |

#### COMMITMENTS

- 1 Commitment to equality of opportunity
- 2 Commitment to achieving high standards
- 3 Commitment to all aspects of inclusive education
- 4 Commitment to encouraging participation of stakeholders, parents/carers and the wider community in the life of the Service

|   |  |   |   |
|---|--|---|---|
| X |  | X |   |
| X |  | X | X |
| X |  | X | X |
| X |  | X | X |



**London Borough  
of Hounslow**

