**Noddfa**

**Person Specification**

**Teacher with Responsibility for Early and Therapeutic interventions (including the co-ordination of outreach services)**

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| **Requirement** | **Essential** | **Desirable** | **Measured by \*** |
| **Qualifications, Skills and Abilities** |  |  |  |
| Relevant Degree Level Qualification |  |  | F, C |
| Qualified Teacher Status |  |  | F, C |
| Competent ICT skills |  |  | F |
| Middle leadership qualification or equivalent |  |  | F, C |
| Recent relevant training for pupils with ALN and Trauma |  |  | F, C, I |
| High level of organisational skills and an ability to take on new challenges |  |  | F, I |
| A drive to develop through enthusiastic engagement in professional development opportunities |  |  | F, I |
| Proven ability to teach, assess and monitor impact effectively and to a high standard |  |  | F, I, T |
| Proven ability to plan and model delivery of appropriate strategies and interventions to support vulnerable children and young people (particularly pupils with social, emotional and behavioural difficulties) |  |  | F, I |
| Ability to deliver effective classroom management strategies while promoting and supporting positive behaviour |  |  | F, I, T |
| Ability to manage a multi-disciplinary team  |  |  |  F, I |
| The ability to develop effective relationships with key stakeholders  |  |  | F |
| Excellent communication skills both oral and written |  |  | F, I |
| Ability to plan strategically and manage workload effectively |  |  | F, I |
| Ability to demonstrate sensitivity and maintain confidentiality |  |  | I |
| Ability to apply analytical skills to a range of data and identify strengths and needs |  |  | I |
| Ability to manage difficult situations and contribute positively to conflict resolution |  |  | F, I |
| The ability to communicate through the medium of Welsh |  |  | F, I |
| **Experience** |  |  |  |
| Experience of working with vulnerable children and young people in particular pupils with social, emotional and behavioural needs and their families/carers |  |  | F, I |
| Experience of delivering therapy to vulnerable children |  |  | F, I |
| Experience of supporting and promoting early identification and implementation of strategies to support vulnerable children and young people  |  |  | F, I |
| Experience of working collaboratively in a multi-agency environment |  |  | F, I |
| Evidence of working strategically to implement initiatives  |  |  | F, I |
| An excellent teacher with a proven track record of raising standards across the school |  |  | F, I |
| **Knowledge** |  |  |  |
| Secure knowledge of what constitutes excellent teaching and learning |  |  | F, I |
| Secure knowledge of person centred practices and the ability to facilitate and lead person centred meetings and reviews |  |  | F, I |
| Understanding the importance of early intervention and knowledge of available outreach services and therapeutic interventions |  |  | F, I |
| An understanding of the graduated approach |  |  | F, I |
| Understanding of Curriculum for Wales requirements particularly the development of core skills relating to literacy, numeracy and digital competency |  |  | F, I |
| Knowledge and understanding of Safeguarding Standards and protocol |  |  | F, I |
| **Personal Qualities** |  |  |  |
| An energetic and vibrant teacher who is able to enthuse others and challenge to raise standards. |  |  | F, I |
| Clear empathy for and enjoyment of working with children who exhibit challenging behaviour and / or are difficult to engage  |  |  | F, I |
| High level of emotional intelligence, in particular resilience |  |  | I |
| Ability to work effectively under pressure, completing tasks to meet challenging deadlines |  |  | I |
| A major commitment to high aspirations for vulnerable learners |  |  | F, I |
| Appreciation of the cultural uniqueness of Wales |  |  | F, I |
| **Personal Circumstances** |  |  |  |
| Full driving licence |  |  | F ,C |

Each of the requirements specified must be measurable. Please indicate the approach that will be taken to assess whether applicants meet the requirements:

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| F  | Job Application Form  | C  | Certificate of Qualification  |
| I  | Interview  | T  | Test  |