

Role Qualified Teacher
Service Real Education, Real Independent School, Real Alternative Provision School
Location Designated learning hubs across Nottinghamshire, Leicestershire or Derbyshire
Accountable to Head Teacher or Operations Manager dependent on service area

| Knowledge | <u>Essential</u> | <u>Desirable</u> |
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| Demonstrate good current knowledge of internal and external verification frameworks and inspection frameworks (e.g. DfE Teacher Standards, Ofsted Common Inspection Framework) | X | |
| Awareness of relevant legislation and guidance and implications for local policy, procedure and practice (e.g. The Children's Act 2004, Children and Families Act 2014, Apprenticeship, Skills and Children Learning Act 2009) | X | |
| Demonstrate effective knowledge (e.g. strategies and approaches) regarding the current teaching practices for young people with additional needs | X | |
| Experience | | |
| Three years experience of working with children and young people or vulnerable adults within an education, health or social care setting (this can be with or without NQT) | X | |
| Evidence and experience of assessing the needs of individual young people and including the development of effective resources for young people with additional needs. | X | |
| Evidence and experience of supporting young people or vulnerable adults with their learning through innovative approaches to lesson delivery | X | |
| Skills | | |
| Able to demonstrate effective communication | X | |

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| Demonstrate a wide variety of ICT skills (e.g. an understanding of google cloud and associated applications, microsoft packages and esafety) | X | |
| Demonstrate effective record keeping with an awareness of the Data Protection Act and sharing information protocols | X | |
| Can demonstrate recognised skills in working with young people or vulnerable adults with additional needs | X | |
| Education and Training | | |
| Have a recognised qualified teacher status (this can be through a variety of routes e.g. BEd, PGCE, GTP, NQT) | X | |
| To be able to produce evidence of previous CPD (e.g. first aid, safeguarding training, diversity training, CAF/EHC training, IOSHH) | X | |
| Demonstrate a commitment to contributing to the advancement of SEN teaching (e.g. membership of a professional body, additional postgraduate study, or volunteering) | | X |
| Qualities | | |
| Must hold a UK Driving Licence and have access to a road-worthy vehicle | X | |
| Understand the importance of adhering to the organisation's policies, procedures and practices | X | |
| Be committed to delivering holistic family interventions | X | |
| Be driven to provide positive outcomes to children, young people and vulnerable adults | X | |