

PERSONNEL SPECIFICATION

Post Title: Specialist Teacher

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
EXPERIENCE	<p>Experience of work with hard to reach or at risk young people within an education setting.</p> <p>Experience of working with young people who present challenging behaviour.</p> <p>Experience of Functional Skills/ English, Maths, ICT</p> <p>Experience of teaching at various academic abilities</p>	<p>Experience of delivering vocational content</p> <p>Experience of delivering to SEN learners</p> <p>Experience of embedding Functional Skills within other subject areas</p> <p>Experience in the motor industry</p> <p>Experience of IMI qualifications</p> <p>Experience of developing an educational curriculum offer</p> <p>Experience of closing the attainment gap – identifying individual missed learning from primary</p>	<p>Application form & Selection process and certificates</p>
QUALIFICATIONS	<p>Qualified Teacher status.</p>	<p>Motor vehicle industry qualification</p>	<p>Application form & Selection process Certificates</p>
TRAINING	<p>Commitment to attend appropriate training</p>	<p>Proven experience of relevant training such as;</p> <p>Safeguarding</p> <p>Further or higher education in working with children, young people and families, this may include training in Health, Teaching, Youth work or Children’s Social Care.</p> <p>Assessor or IV training</p> <p>Motor vehicle related training</p>	<p>Selection process and certificates</p>
SPECIAL KNOWLEDGE	<p>Knowledge of young people’s barriers to learning.</p> <p>Knowledge of SEN/D and EHCP’s</p> <p>Knowledge of alternative educational settings</p> <p>Knowledge of embedding Functional Skills</p> <p>Experience of inspiring young people</p> <p>Knowledge of a wide range of teaching methods and techniques</p> <p>Knowledge of assessing incremental attainment and progression</p>	<p>Knowledge of Bradford Metropolitan District.</p> <p>Knowledge of motor vehicles</p> <p>Knowledge of the motor industry</p> <p>Experience of incentives to progress learners</p>	<p>Application form & Selection process</p>

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
CIRCUMSTANCES PERSONAL	<p>Must be legally entitled to work in the UK.</p> <p>No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients (DBS check required as appropriate)</p> <p>JAMES will assess you are not prohibited on the Teacher Service Restrictions list</p>	<p>Access to vehicle on daily basis – must be licensed and appropriately insured (e.g. business use)</p> <p>Car driver desirable.</p>	<p>Selection process.</p> <p>Sight of appropriate documentation as specified in interview letter.</p>
DISPOSITION-ADJUSTMENT/ ATTITUDE	<p>Flexibility and ability to respond positively to difficult situations as and when they arise.</p> <p>Resilient to the pressures of working with at-risk, challenging and SEN learners.</p> <p>Ability to work co-operatively in a team.</p> <p>Able to motivate oneself</p> <p>Ability to inspire young people and colleagues</p> <p>Ability to deliver projects and set outcomes associated with the role</p>	<p>Willingness to work outside office hours</p> <p>Willingness to be part of wider JAMES projects</p>	<p>Selection process</p>
PRACTICAL + INTELLECTUAL SKILLS	<p>Strong communication skills both written and verbal as demonstrated by an ability to form positive partnerships with other professionals, colleagues, partners and young people.</p> <p>Ability to use I.T systems.</p> <p>Good planning and organisational skills.</p> <p>Ability to contribute to the development of JAMES</p> <p>Excellent time management skills.</p> <p>The ability to complete reports and registers</p> <p>Ability to understand, adapt and build on the strengths of the JAMES staff team</p>	<p>Ability to instil a love of learning and what it can achieve</p> <p>Ability to use different methodologies in achieving organisational improvements, such as; Theory of Change</p>	<p>Application form & Selection process</p>

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
PHYSICAL/ SENSORY	Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995.		Selection process
EQUALITY	Candidates should indicate an acceptance of and commitment to the principles underlying the JAMES Equal Rights policies and practices.		Interview

‡ Use of References

References will only be read by the recruitment panel following interviews, after the preliminary selection decision has been made.

SPECIAL CONDITIONS

Management requires that the following checks be carried out as part of the recruitment process.	Level of Disclosure: Enhanced DBS and Teacher Barring List
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