



Job Application Pack

**Teacher with Phase Lead
responsibilities (TLR 2b)**



ZENITH
MULTI ACADEMY
TRUST



The Vacancy

Teacher with Phase Lead responsibilities

September 2026

Full time

MPS/UPS + SEN 1 + TLR2b (we are a fringe school)

Teacher and Phase Lead (Head of Key Stage)

MPS/UPS + SEN Allowance (£2787) + TLR2b (£5712) + we are a fringe school

Are you a talented teacher or leader from a special school, primary or secondary setting ready to take the next step in your career? Castledon School is a highly successful SEND school supporting learners aged 5 to 19 with moderate learning difficulties and complex needs. This role is ideal for someone with strong teaching experience, whether in SEND or mainstream, who is passionate about inclusive education and ready to develop their leadership within a supportive, specialist environment.

You will lead a Key Stage, driving high-quality pastoral care, behaviour, safeguarding and outcomes, while also teaching and modelling inclusive, adaptive practice. With small class sizes, a collaborative staff team and excellent CPD, this is a fantastic opportunity to grow your leadership skills and make a meaningful difference to young people's lives.

Our most recent Ofsted inspection judged the school Outstanding in all areas. Inspectors noted that *"pupils flourish at this highly successful school"* and that *"staff have very high expectations of what pupils and students can do and achieve."* They also recognised that *"the school's culture is incredibly positive"* and that *"pupils show high levels of respect... their behaviour is exemplary."* This reflects a community where pupils are supported to succeed and staff are committed to helping every learner thrive.

This is an exciting opportunity to join a values-driven school where belonging, opportunity and achievement underpin everything we do, and where your leadership can help continue to unlock potential for every learner.

Applications

To apply for the role please [CLICK HERE](#) .CVs will not be accepted without a completed application form.

You must complete the application form fully and give details of all employment, training and gaps in employment since leaving secondary school to the present day. Any additional information, which you wish to bring to the notice of the selection panel, should be included in your letter of application (supporting statement). Please ensure you say why and how you meet the criteria from the person specification in your letter of application. Full job description and person specification can be found at the end of this pack.

Shortlisted applicants may be screened prior to interview by checking social media sites. The purpose of such screening will be to ascertain whether a candidate demonstrates appropriate conduct, behaviour, and suitability for employment in a school environment.

Closing date: 26th April at midnight

Interview date: to be confirmed

If you have any queries, wish to discuss the role informally or undertake a visit to the Trust, please do not hesitate to contact us via email recruitment@zmat.co.uk or telephone 01702 426707.

We look forward to receiving your application. You will be notified of your application status within two weeks of the vacancy closing date.

Safeguarding Children & Young People

The Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References
- Childcare Disqualification Declaration Check (relevant Primary School posts only)

Welcome from the CEO



It gives me great pleasure to welcome you to our Trust, and I very much hope this job application pack gives you a sense of what it is like working in our Trust, including our vision and values.

We are a small, locally-based Trust in South East Essex, currently comprising one primary school, three secondary schools, and one special school: Laindon Park Primary School and Nursery, The James Hornsby School in Basildon, Castle View School in Canvey Island, and The King John School in Benfleet, and Castledon School in Wickford.

We are intentionally a small Trust and very much see our role as central to the communities we serve.

As a member of staff within the Trust, you become part of a dynamic network of staff working to achieve a shared vision for all of our children. You become a valued member of a small group of schools, able to shape the education of future generations. In doing so, we hope that you feel really well supported in your career, and that your well-being is always considered. As a member of our Trust, you engage in a professional learning journey which develops you as a practitioner, and allows you to use your talents to transform lives and make a genuine difference.

Our Core Purpose

To enhance the life chances of every child and drive social equity.

Mission Statement

A quality education and experience for all.

Values

Dignity

Collaboration

Positivity

Aspiration

Vision

Zenith Trust will ensure excellence across the pillars of high quality, inclusive education, school improvement, recruitment and retention, finance and operations, and governance and leadership. We will harness the transformative power of collaboration so that all students attend truly outstanding schools.

Regardless of background or need, all students will achieve highly and have high levels of well-being, because they are taught and supported by the very best staff, who are well-trained and supported, buy into Zenith's vision, and are committed to providing a quality education for all. School leaders act ethically, inclusively, and always with the child's best interests at heart. Our students will be aspirational for themselves, enjoying their time at school, and flourishing as individuals within a safe, secure and nurturing environment.

All Zenith schools value students' social, moral, cultural, and spiritual development, building exceptional character so that students are kind, resilient, and inspired to be life-long learners. By working closely with the families and local communities we serve, and listening to students' voices, students will be well-prepared for life in a modern, tolerant Britain. They will secure outstanding academic outcomes and high quality destinations, always well-prepared for their next steps. As adults, they will lead happy, purposeful, and rewarding lives, and make a positive contribution to the world.

Andy Hodgkinson
Chief Executive Officer

Why work for Zenith Multi Academy Trust?

Thank you for considering Zenith Multi Academy Trust as your potential new employer.

If you share our commitment to securing transformational change and sustainable school improvement, and would like to be part of our vision to provide excellence in education, we would love to hear from you.

In return we can offer you:

- A friendly Trust, which places staff wellbeing and development at the forefront of everything we do
- School settings with excellent facilities
- Access to high quality and bespoke CPD across the Trust, including a collaborative project with the Education Endowment Fund (EEF)
- A supportive and positive Early Careers programme run in partnership with National Institute of Teaching (NioT)
- The opportunity to develop your career with and across the Trust Schools
- The Trust is an early adopter of the new NPQs

Staff Wellbeing

The Trust is committed to providing a safe and healthy working environment for all staff, and supports management practices that promote good health and wellbeing for all its employees. The Trust recognises that wellbeing and performance are linked. Improving employees' ability to handle pressure and to balance work and home life will ultimately lead to improved individual and Trust performance, including better outcomes for students.

The Trust has adopted a number of policies to support our commitment to staff wellbeing, including:

- Mental Health and Wellbeing policy, which focuses on the Trust's commitment to maintaining the health and wellbeing of staff
- The Health and Safety policy, which provides a framework for, and measurement of, safe places to work; and
- The staff Recognition and Reward policy, which ensures our staff feel valued for the work they do and recognised for the contribution they make.

The wellbeing and training of our staff are seen as critical in creating the most effective and talented staff team. The high calibre of our staff means that we are constantly striving to improve so that we can provide the outstanding level of education that all our diverse and amazing young people deserve.

Continuing Professional Development (CPD)

At Zenith Multi Academy Trust, all staff are encouraged to develop their knowledge, skills, understanding, and attitudes to enhance their professional work, regardless of experience. We work towards 'a culture of excellence', where all staff have the opportunity to continue to improve and sharpen their knowledge and practice. All staff who work in the Trust also have access to our innovative, online learning platform 'Zenith Institute', which provides staff with bespoke training and access to the latest research. The Trust pays for membership of a whole range of professional/subject associations, which staff can access free of charge.

Working for Zenith brings other benefits:

- Free Benenden Healthcare Scheme
 - Access to a GP 24/7 hours a day seven days week for you and your immediate family
 - Access to a Mental Health Helpline 24 hours a day seven days a week
 - Access to a care adviser who can provide advice and information on adult care issues
 - Medical Diagnostics
 - Medical Treatment at one of the hospitals in our treatment network for certain procedures
 - Physiotherapy
 - Mental Health Counselling Support
 - Financial Assistances to a care adviser who can provide advice and information on adult care issues
- Access to Benenden Healthcare rewards and discounts scheme
 - 46% off digital fitness subscriptions
 - 22% off activity trackers from Fitbit
 - Save up to 11% on the cost of gift cards of E-Gifts
 - Lifestyle shopping vouchers – save 6%
 - Home movies rentals – save up to 40%
- VIVUP Employee Assistance Programme and Lifestyle savings membership
- On site staff counselling programme
- Access to Bike2Work scheme
- Annual calendar of wellbeing events
- Eye sight tests
- On-site free medical health checks
- On-site free flu jab clinics
- Free access to on-site gym facilities
- Generous Teachers' Pension and Local Government Pensions schemes
- Generous annual leave entitlement for full-time support staff up to 29 days + 8 bank holidays per annum



The Schools of Zenith Multi Academy Trust



Simon Holliday is the Headteacher of Castledon School. This school is a community special school based in Wickford, Essex that aims to unlock the potential of learners aged 5 to 19 with moderate learning difficulties and complex needs. Our motto is "Unlocking Potential".

We work closely with parents, staff and students to create a safe and inclusive community that is based on mutual respect and understanding. Staff, parents and students helped devise the "Castledon Code" which encourages all within our community to be safe, kind, and responsible.

Our school has a range of facilities and resources to support our students' learning and development, including specialist classrooms and equipment, therapy rooms, a sensory room, a soft play area, a music studio, a swimming pool, animal care shelters, and an art room. Our students have access to a range of pathways, including life skills, vocational, and academic. We work with our learners and families to identify their goals and aspirations and offer bespoke pathways that are tailored to each individual student.

Our school has won several awards, including the 2022 Essex SEND Teacher of the Year award. We also recently won the Educational Business Award for Environmental Practice in 2022, and the Community Award in 2021, Academy Partnership Award, and SEN Provision Award in 2019.

We invite you to follow us on Instagram to keep up to date with our school community.



Steve Durkin is the Headteacher of Castle View School. The school is a place where students are put first in everything the school does. Their aims are to pursue excellence, to be the best they can be and they achieve this by working together with parents and the wider community to bring out the very best in their young people.

A good education inspires, opens doors, and makes a difference to the lives of individuals, their families and the wider community. Therefore, the school takes their responsibilities as educators very seriously, doing all they can to help their students achieve anything and everything they set their minds to. The school also takes great pride in providing a happy and harmonious learning environment – one where every student is known as an individual.

As well as valuing academic success, the school strives for every child to become a well-rounded, caring, and confident individual who plays a part in their community, and has the skills and mind-set to contribute positively to its wider society.



Daniel Steel, is the Headteacher at The King John School. As a parent of two young children himself, he leads the school through the eyes of a parent, with very high expectations and aspirations for his students. The King John School is a popular, oversubscribed school where students' very high attendance and levels of achievement reflect their commitment and enjoyment of school life. The school is a large, mixed comprehensive with a well-established sixth form, and serves the ever-growing communities of Thundersley and Benfleet, as well as welcoming students from further afield.

To enable their students to be happy and successful learners, they strive to create a caring, supportive, and aspirational learning community, with high expectations and opportunities for all. They believe in offering a broad and balanced curriculum to enable students to flourish as individuals, and to achieve future success in whatever they choose to become later in life. This includes a strong emphasis on sport and the Arts. Opportunities for extra-curricular activities are extensive for all to support in developing knowledge, skills, and cultural capital beyond the classroom setting. These opportunities include enterprise, creative performing arts, and a wide variety of trips and visits. Added to this, their sporting expertise which puts them at the top of the county and national championships in a whole range of sports you will see the school has a lot to offer. They strive to nurture and develop global citizens of the future by celebrating success and valuing aspiration. There is a strong focus on developing students' character by instilling the King John PRIDE values of positivity, resilience, integrity, dignity, and equality. They are determined every student should maximise their potential.

The recruitment, retention, and training of fully-qualified staff play a key part in their drive to secure strong academic outcomes for all students, and to instil a life-long love of learning. They understand the vitally important role of partnerships between families and school, and value their relationships with all members of the community they serve.

They have a thriving sixth form, which has been significantly extended to provide a wealth of additional state-of-the-art facilities. Students achieve well in a wide range of subjects and over a three year trend, the results are in the top 15% of over 2000 schools with 68% A*, A or B grades at A-level. Students' destinations are very strong, and they progress to Higher Education, including Cambridge and other Russell Group universities, apprenticeships, and employment.



Laindon Park is a small school located in a rural, unspoilt area. Their building retains a Victorian character with many historical features. The Headteacher of Laindon is Cristina Portoles, who ensures that they are a school where the child is at the heart of everything they do and leads the decisions they make.

"Pupils enjoy learning and playing together at this small, friendly school. They are confident that everyone is welcome here. From the early years, children learn to share ideas and equipment. Older pupils proudly take on roles in the school to help each other and to care for the school environment," (Ofsted February 2023).

The James Hornsby School is an oversubscribed 'Good' school; as rated by Ofsted, where students are at the heart of all they do. They have a strong family ethos where they believe "Together we excel".

The Headteacher, Tammy Nicholls firmly believes that investing in staff is a priority to ensuring every student receives a high quality education, enabling them to achieve their best. Family, Pride, Ambition, and Excellence are their key drivers for success not only for their students, but for their staff as well. As such staff retention and well-being is high.

The James Hornsby School is extremely proud of the strong family ethos that has been built, which focuses on developing personal character, resilience, independence, and removing barriers to success. They have a vertical tutoring system and every student and staff member are placed into a college structure, this strengthens the sense of belonging.

Their ethos ensures a safe and happy environment where students are at the centre of all they do. They have highly effective safeguarding structures in place and work in collaboration with parents and carers to ensure high levels of attendance, welfare and outcomes.

They have created an environment where all students can make great progress, this is underpinned by a well-structured curriculum that is rigorous and aspirational and is supported by Quality First Teaching.

The ultimate purpose is to ignite hope, drive ambition, and advance the life chances of everyone who is part of their family. They will help students gain qualifications that will open the door of opportunity and develop the character to get them through.

They welcome the chance to meet with you and discuss your development opportunities as part of the James Hornsby and Zenith family!



The King John School



Laindon Park Primary School



The James Hornsby School



Castle View School



Castledon School

Testimonials

Having worked at a mainstream comprehensive, I was excited to move roles into a smaller Special Needs school in 2020. As the Exams Officer, I am responsible for ensuring all of our learners are fully supported for their exams, whether that being in exam conditions or through coursework.

Castledon is a very supportive employer, which values each of its staff members both inside and outside of the workplace.

- **Exams Officer, Castledon School**

Having moved from mainstream education to SEND six years ago, I certainly feel I have significantly upskilled during my time at Castledon. I have gained significant knowledge of SEND education and its many teaching and learning strategies whilst thoroughly enjoying the contact with our young people. Students are mostly grateful, receptive and willing to try (even if this means overcoming hurdles and challenges along the way). It is rewarding to know that I am making a difference to the outcomes of so many students and enabling them to achieve their many potentials both academically and socially.

- **English Teacher, Castledon School**

Since beginning my role as a TA at Castledon school I have had the incredible opportunity to work with amazing young people with special educational needs. The ethos of the school is all about creating a safe, kind, and responsible environment, which is evident as soon as you walk through the door of any classroom! The young people constantly inspire me with their incredible minds and can-do attitude. Even when faced with more challenging situations, it's the concrete relationships established between students and staff that turn it all around. I have been given a plethora of opportunities for training to expand and develop my knowledge and skills around working with SEND students, which is invaluable to my career development within the school. You will always be greeted with a smile and warmth from any member of staff you interact with, and the modelling of this behaviour is reflected in the students alike.

- **Teaching Assistant, Castledon School**

I completed the last term of my SCITT at Castledon and am now in my second year of being an ECT. The collegiality and expertise of the staff at Castledon has enabled me to develop as a teacher and exposed me to effective strategies when transitioning to SEN. Specialists within the school, as well as dedicated and experienced staff, provide CPD and support for individuals and new staff members so that they can offer the best opportunities and care for the students. As a result, I have grown in confidence in managing the range of needs and adapting to different students accordingly. The positive relationship between staff and pupils is such an important part of the job and being a part of the amazing students' progress at this school is truly rewarding.

- **Classroom Teacher, Castledon School**

Job Description – Teacher with Phase Lead responsibilities

Job Title	Teacher
Grade	Main Pay Range / Upper Pay Range
Responsible to	Headteacher, Deputy Headteacher, Assistant Headteacher
Responsible for	<p>The teacher is required to carry out the general professional duties of a school teacher as outlined in the Teachers’ Standards and as directed by senior staff.</p> <p>Teachers on the Upper Pay Range (UPR) will be expected to make broader contribution to the School as a normal part of their work.</p>
Principal Accountabilities	To be met in accordance with the provisions of the Schools Teachers’ Pay and Conditions Document and within the range of teachers’ duties set out in that document and the professional standards for teachers
Job Purpose	<ul style="list-style-type: none"> • to support and promote the School’s general purposes, ethos and Learner profile; • to be familiar with, respect and follow the School’s Policies and Procedures; • to act as a role model to pupils through always being punctual, and well prepared and to maintain appropriate professional relationships and an atmosphere conducive to learning; • to set high expectations which inspire, motivate and challenge pupils promoting good and outstanding progress and outcomes by pupils; • to carry out a share of supervision duties in accordance with published rotas; • to contribute actively to the maintenance of the School as an orderly community by upholding the provisions of the Behaviour Policy; • to maintain good order and discipline among the pupils ensuring to safeguard their welfare both on School premises and when involved with authorised School activities off site; • to attend and participate in staff and other meetings in line with the School Calendar; • to work with the classroom routines and systems in place in school to track, monitor and report on pupil attendance and progress; • to communicate and cooperate on educational issues with stakeholders as appropriate; • to contribute to the extra-curricular life of the School as appropriate and attend and support School events whenever possible; • Prepare and oversee the Annual Review

<p>Specific duties/ responsibilities</p>	<p>Teaching and learning</p> <ul style="list-style-type: none"> • to ensure that lessons are planned in appropriate detail (accounting for the pupils’ needs and prior attainment) and are prepared and delivered in accordance with schemes of work and Teacher Standards which reinforce the need for high expectations which inspire, motivate and challenge pupils; • to take into account of pupils’ educational strengths and needs (adapting where appropriate) to enable access to learning for all, including the setting and marking of work (in accordance with the School Marking Policy) ; • to assess, record and report on the progress and attainment of pupils in accordance with the School’s policy and in line with the School calendar, and regularly use this data to inform teaching; • to regularly mark pupils’ work, giving appropriate feedback in accordance with the School’s Marking Policy, keeping records of attainment; • to provide progress information relating to individual pupils as required and in line with the School Calendar; • to manage behaviour effectively to ensure a good, safe and purposeful learning environment; • to assist with activities including trips and events. Teachers on UPR will be expected to make a greater contribution to the department / faculty and whole school T&L development as part of their normal working arrangements as outlined in the Performance Management process; • Maintain good relationships with support staff, leading an effective class team; • Plan, co-ordinate and monitor the work of support staff; • Organise the classroom to promote a safe, stimulating and supportive learning environment which includes catering for the needs of individual learners. <p>Pastoral Care</p> <p>KS 1,2 and 3 teachers will have the role of a class teacher under the direction of a Phase Lead. KS 4 and 5 teachers will act as Form Tutors under the direction of a Phase Lead and they will:</p> <ul style="list-style-type: none"> • be ‘in loco parentis’, responsible for the welfare of pupils in the class and the first point of contact for those in school and outside seeking help, or guidance or wishing to express concern; • maintaining updated and accurate records relating to members of their class by recording information on academic performance, behaviour, attendance, punctuality and other relevant issues • ensure that the register is completed accurately and on time, communicating effectively with the Attendance Office and Family Inclusion Team as necessary regarding attendance and handle home communication efficiently; • promote the academic progress and wellbeing of individual pupils in designated form group or class, ensuring consistent feedback is given , which guides pupils; • promote high standards of dress and behaviour through maintenance of the Schools dress code and behavior policy; • Keeping the relevant colleagues updated and liaising with colleagues regarding student progress. When necessary to call meetings to discuss issues and to support and advise colleagues;
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- writing reports and collating reports for the class;
- be prepared to undertake learning in the community, in all weathers;
- be prepared to use your own car for school purposes (have a valid licence with no more than 3 points – business insurance provided);
- be prepared to undertake a minibus assessment course
- liaise with external agencies contributing to educational welfare, social transition progression and medical needs of pupils.

Personal and Professional Continuing Professional Development

- to attend and actively participate in Staff Inset and training events as requested
- to support the professional development of staff as required
Teachers on UPR will be expected to make a greater contribution to the School's Performance Management and CPD processes as part of their normal working arrangements

Key Stage Leader (with Pastoral Responsibilities)

As Phase Lead in our Special Needs School, you will play a pivotal role in providing pastoral support to ensure the holistic development and well-being of pupils with special educational needs (SEN). Your primary responsibility is to create a nurturing, inclusive, and supportive environment where pupils can flourish emotionally, socially, and academically. You will work closely with staff, families, and external agencies to ensure each child receives the tailored support they need

Key Responsibilities:

Teaching and learning

Please see the teacher job description for teaching responsibilities

Pastoral Care:

- Help to provide a safe, secure and happy learning environment based on our school motto 'Unlocking Potential'.
- Work alongside form tutors, internal professionals and the senior leadership team to support pupils in the designated phase ensuring their pastoral needs are met, with particular attention to their social and emotional development.
- Build trusting relationships with pupils, providing individualised support to promote their overall well-being.
- Monitor and manage the emotional welfare of pupils, identifying those in need of additional support and coordinating interventions.
- Work collaboratively with families and caregivers to ensure a consistent approach to each child's well-being and development.

Behaviour and Safeguarding:

- Develop and implement strategies to manage behaviour effectively in line with the school's behaviour policy, with an emphasis on positive reinforcement and restorative practices.
- Support form tutors with additional planning where behaviours displayed are not covered by the behaviour policy.
- Liaise with colleagues and other professionals, to ensure appropriate support is given to pupils and the class teams so that pupils can access their learning and make progress.
- Attend regular Learning, Attendance, Behaviour and Safeguarding meetings as well as Team Around the Child or Team Around the Family (TAF) meetings and implement strategies agreed at these meetings.
- Ensure that accurate records are kept of safeguarding and behaviour incidents and that timely actions are taken and interventions are put in place
- Review incidents on in-house recording and reporting systems (CPOMS), take and record actions.
- Helping to write, implement and review risk assessments for pupils in the phase.
- Supporting the Therapeutic Thinking Process, including providing training, guidance and support for staff with the Therapeutic Thinking Graduated Approach process.

Academic and Social Development:

- Where appropriate, support teachers with the annual review process, including writing, checking and support with Annual Review meetings
- Support with the setting of personalised learning intentions (PLIs), that meet the specific needs of each pupil and holding pupil progress meetings within the phase to reflect on the progress individual pupils, or groups of pupils, have made throughout the term and identify any gaps in the provision or areas for improvement.
- Support with the organisation and running of phase assemblies, special programs, school visitors and activities aimed at enhancing pupils' social skills, self-esteem, and community involvement.
- Coordinate and lead residential programs, overseeing the planning process and actively participating in on-site activities.
- Assist with the distribution of teaching resources and support with the setting of cover work in the absence of teachers in your phase
- Management of EHCP targets, referrals for therapy support and identifying training needs in the phase

Attendance and Inclusion:

- Monitor and manage pupil attendance within the phase, working with the attendance officer and parents to improve attendance and reduce persistent absenteeism, including attending meetings where necessary
- Promote an inclusive ethos by working to remove barriers to learning, ensuring that pupils with diverse needs are fully integrated into the school community.
- Support consultation for prospective new pupils, support transition processes for pupils as they move between phases or prepare for post-16 pathways, and ensure they have appropriate guidance and plans.

Staff Leadership and Collaboration:

- Lead and manage a team of form tutors and support staff within the phase, providing training, support, and guidance as needed.
- Share key messages with the phase team including leading team meetings
- Responsible for maintaining and enhancing the phase environment, including display boards, ensuring the needs of SEND students are effectively met.
- Foster a collaborative approach among staff to ensure a consistent and inclusive environment for all pupils.
- Actively contribute to school-wide pastoral initiatives and the continuous improvement of pupil welfare and inclusion policies.
- Conduct PMR meetings for staff that are working within the phase where required
- Undertake any additional responsibilities as reasonably assigned by the Headteacher to support the effective operation of the school.

Person Specification

General heading	Detail
Qualifications	Teaching qualification recognized by the DfE
Essential Skills	<ul style="list-style-type: none"> • Excellent classroom practitioner skills • An ability to form productive working relationships with students, parents and colleagues • To employ a range of appropriate teaching styles and the ability to present subject content in clear language and in a stimulating manner in order to ensure students' interest and motivation and encourage independent learning • Selection and use of appropriate resources including ICT • An ability to create and maintain a purposeful, orderly, attractive and effective learning environment • Good communicative, organisational, administrative and interpersonal skills • An ability to promote Castledon School within the wider community • An ability to work independently and as a member of a team • An ability to produce coherent lesson plans and contribute to the production of schemes of work
Essential knowledge and understanding	<ul style="list-style-type: none"> • An understanding of the subject taught, including a range of assessment methods and the National Curriculum • An understanding of the variety of the students' needs and their individuality
Essential personal qualities	<ul style="list-style-type: none"> • Energy, sensitivity, resilience, commitment and enthusiasm • High expectations of students • A sense of humour • A willingness to participate in professional development
Desirable qualifications, skills, knowledge, experience and personal qualities	<ul style="list-style-type: none"> • A willingness to contribute to the extra curriculum of the school • An understanding of stages of assessment and teaching students with a range of needs