

Person Specification: Autism Base Teacher

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Degree or equivalent • Evidence of ongoing professional development relevant to SEND, particularly autism, communication needs, or sensory processing • Willingness to undertake the NPQSEN (National Professional Qualification for Special Educational Needs) if not already held 	<ul style="list-style-type: none"> • Evidence of continuous INSET and commitment to further professional development • NPQSEN (National Professional Qualification for Special Educational Needs) • Additional qualifications or accredited training in SEND (e.g., autism specialism, speech & language interventions, sensory integration approaches) • Training related to therapeutic or trauma-informed practice • Evidence of substantial specialist SEND CPD
Experience	<ul style="list-style-type: none"> • Successful experience teaching pupils with a range of Special Educational Needs, including autism and communication needs • Experience teaching across primary age phases • Demonstrated ability to adapt learning for pupils with complex profiles including speech, language and sensory needs • Commitment to the holistic development and wellbeing of every child • Experience working collaboratively with multi-disciplinary teams (e.g., Speech and Language Therapists, Educational Psychologists, Occupational Therapists) 	<ul style="list-style-type: none"> • Experience working in an Enhanced Resource Base, specialist provision, or additionally-resourced mainstream environment • Evidence of outstanding or highly effective teaching practice • Experience working closely with families to support individual pupil progress • Experience developing personalised learning plans or EHCP provision • Experience applying therapeutic and trauma-informed behaviour approaches

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<p>Knowledge and understanding</p>	<ul style="list-style-type: none"> • Autism, social communication differences, and neurodiversity-affirming practice • Speech, language and communication development, including barriers to communication • Sensory integration, sensory needs and sensory regulation strategies • The theory and practice of meeting highly individualised learning needs • Statutory SEND systems including the Code of Practice, EHCP processes and working knowledge of the APDR cycle. • Child-centred planning: assessment, monitoring and reporting of small-step progress • Safeguarding, child protection, Health & Safety and equality requirements • Effective partnership working with parents, agencies and wider stakeholders • Effective teaching strategies that promote independence, emotional regulation and engagement for autistic learners 	<ul style="list-style-type: none"> • Knowledge of the administration and interpretation of specialist assessments • Understanding of structured teaching approaches for children with Autism • Familiarity with Gestalt Language Processors and their language acquisition pathways. • Familiarity with augmentative and alternative communication (AAC) systems • Understanding of successful transition planning between settings
<p>Skills</p>	<ul style="list-style-type: none"> • Create a nurturing, structured and engaging environment that supports sensory and communication needs • Design and deliver personalised learning that ensures progress for pupils with complex SEND • Use specialist strategies to support communication, emotional regulation and behaviour 	

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	<ul style="list-style-type: none"> • Work effectively within a multi-disciplinary team and contribute to integrated provision • Build positive, trusting relationships with pupils and families • Communicate clearly, compassionately and professionally with a wide range of stakeholders • Use assessment tools to plan for small-step progress and track individual outcomes • Reflect on practice and engage in continuous improvement 	
<p>Personal characteristics</p>	<ul style="list-style-type: none"> • Approachable • Compassionate and empathetic • Calm and emotionally resilient • Creative and flexible in problem-solving • Enthusiastic and committed to inclusive practice • Organised, with strong attention to detail • Patient and understanding of diverse needs • Reflective and open to learning • Resourceful and proactive 	