**PERSON SPECIFICATION: Qualified Teacher**

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| **REQUIREMENTS** | **ESSENTIAL CRITERIA**Brackets indicate how this will be verified, i.e. (F), (I), (R), (C) | **DESIRABLE CRITERIA**Brackets indicate how this will be verified, i.e. (F), (I), (R), (C)  |
| **Qualifications** | Qualified Teacher Status and registered with the Teaching Regulation AgencyEvidence of CPD |  |
| **Work or other relevant experience** | Experience of delivering a range of curriculum areas and of differentiatingWorking successfully within a teamDeveloping a good working relationship with parentsDevising and implementing individual education programmes for studentsWorking in a multi-cultural setting | Working with pupils with Special Educational NeedsWriting Annual Reviews and Special Educational AdviceExtensive experience of working with pupils with Autistic Spectrum Condition (ASC) and challenging behaviourExperience of implementing structure in the classroom (TEACCH)Of managing the challenging behaviour of adolescent pupils with ASC using appropriate physical interventions |
| **Skills and Abilities** | Ability to convey an idea/information in clear, simple manner, both verbally and in writingAbility to evaluate from observationUnderstanding/knowledge of child developmentAn understanding of behaviour managementSkill to implement research-based instructional practices and strategies with individuals with severe learning difficultiesSkill to implement curriculum programs that improve social skills and interactions between students with PMLD/SLD/ASC, their peers, and adults across various settingsSkill to implement instructional programs that address transition needs of individuals with ASC (i.e. jobs and training, home living, recreation and leisure, community living, and postsecondary education)Skill to implement individualised goals and objectives to address the core features of SEN based on individual strengths and identified needsSkill in providing strategies and training for parents, professionals, and other school staff to work more effectively with individuals with SEN | Skill to demonstrate the ability to accurately collect and interpret data to document progress on outcomes for students with SEN, and make necessary changes in programming when indicatedSkill in writing behaviour intervention plansKnowledge of a range of educational and service options for students with SENSkill to communicate with outside agencies (e.g. OT, speech and language therapists, doctors, psychologists, and others) working with individuals with ASCSkill to share current research and other resources regarding ASC with parents and school staff |
| **General competencies** | Commitment to the Council’s Equal Opportunities Policy and acceptance of their responsibility for its practical applicationLegible handwriting along with the ability/willingness to typeApproachableTime commitmentGood, precise record keepingICT skillsWilling to attend trainingWilling to work across phases according to the requirements of the School | STRE interestAn understanding of appropriate Professional standards for teachers as appropriate for post |
| **Equal Opportunities** | Understanding of and commitment to the School’s Vision, Value and Aims, Equal Opportunities and Child Protection as they relate to staff and pupils  |  |
| **Disqualifying Factors** | Indication of sexist, racist, and anti-disability attitudes or any other attitudes inconsistent with wither the Council’s Equal Opportunities Policy or the School’s Safeguarding Children and Safer Recruitment policies and procedures |  |

Criteria will be verified by: F = Form I = Interview R = References C = Certificate