

## Person Specification – Teacher of SEN

Category	Essential	Desirable	Method of Assessment
<b>Physical</b>	<ul style="list-style-type: none"> <li>Smart business-like appearance</li> </ul>		Application Form
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Graduate</li> <li>Qualified Teacher Status</li> <li>Evidence of appropriate CPD related to teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Qualifications and training related to SEN and specific ASC training</li> <li>Eiklan qualification</li> <li>Asdan trained</li> <li>Experience in entry level qualifications</li> </ul>	Application Form and Interview
<b>Experience</b>	<ul style="list-style-type: none"> <li>Successful teaching experience (including training practice) within the relevant age range/key stage.</li> <li>Experience of adapting teaching to meet a range of SEND needs.</li> <li>Experience of using assessment to identify need, set targets and plan next steps for learning.</li> <li>Experience of building positive relationships with pupils, parents/carers and colleagues to support progress and well-being.</li> <li>Experience of working with a</li> <li>Experience of working with children with SEND</li> <li>Understanding of the annual review process and what is required to conduct Annual Reviews</li> <li>Evidence of excellent teaching as a minimum, leading to consistently high standards of achievement for all pupils</li> <li>An understanding of assessment procedures to measure student progress in SEND</li> <li>Knowledge and understanding of the SEND Code of practice</li> </ul>	<ul style="list-style-type: none"> <li>Experience teaching in a specialist SEND setting and/or specialist provision within a mainstream school.</li> <li>Experience supporting pupils with ASD, ADHD, speech, language and communication needs (SLCN), SEMH, and/or sensory processing needs.</li> <li>Experience contributing to EHCP targets, annual reviews and multi-agency working.</li> <li>Experience of supporting and directing the work of teaching assistants to promote independence.</li> <li>Experience of teaching in Primary phase</li> <li>Understanding of key guidance and legislation relating to SEND and the current reforms.</li> </ul>	

	<ul style="list-style-type: none"> <li>• An understanding of how to use data and AfL to inform planning for good teaching and learning</li> <li>• Ability to use ICT to effectively engage pupils in their learning</li> </ul>		
<b>Training</b>	<ul style="list-style-type: none"> <li>• Willing to participate fully in all relevant training, including training to support the postholder in their safeguarding responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant SEND training/qualifications (e.g., Autism, dyslexia/SpLD, behaviour/positive handling, sensory needs, trauma-informed practice).</li> <li>• Training/experience in using AAC approaches (e.g., Makaton, communication boards or other AAC systems).</li> </ul>	
<b>Special Knowledge</b>	<ul style="list-style-type: none"> <li>• Strong knowledge relating to ASC, neurodiversity and complex communication needs.</li> <li>• Understanding of Evidence-informed SEND teaching approaches such as explicit instruction, scaffolding, overlearning, pre-teaching, retrieval practice, chunking, dual coding, and how to adapt these for SEND learners.</li> <li>• Knowledge of the national curriculum and relevant schemes of work.</li> <li>• Understanding of other tracking and assessment tools specific for pupils with SEND.</li> <li>• Understanding of the assessment processes at KS3/4 and lower key stages and how to use these to support planning and raise student attainment.</li> <li>• Knowledge of a wide range of pedagogic approaches to cater for different learning styles and ensure that all students are engaged.</li> <li>• Good knowledge and understanding of strategies for promoting good relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to use and understand assessment data.</li> <li>• Familiar with effective learner progress intervention strategies.</li> <li>• Knowledge of strategies to support communication (including AAC) and social communication.</li> <li>• Knowledge of sensory needs and strategies to support regulation and access to learning.</li> <li>• Familiarity with multi-agency working and contributing to annual reviews.</li> <li>• Good understanding of preparing for adulthood framework</li> <li>• Trauma-informed and attachment-aware practice: understanding adverse experiences and how to build safety, predictability and trusted relationships.</li> <li>• Experience of working with external professionals such as SALT, educational psychologists and CAMHS.</li> <li>• Knowledge and skills in supporting a range of sensory needs and strategies to support emotional regulation.</li> </ul>	

	<p>with students and effective behaviour management techniques.</p> <ul style="list-style-type: none"> <li>• Excellent understanding of what constitutes effective teaching and learning.</li> <li>• Strong understanding of inclusive practice and the graduated approach to SEN support (assess–plan–do–review).</li> <li>• Working knowledge of safeguarding and child protection requirements for pupils with additional vulnerabilities (including KCSIE) and professional boundaries.</li> <li>• Understanding of the SEND Code of Practice and the purpose and use of EHCP outcomes to inform planning and provision.</li> <li>• Understanding of the local authority requirements in having a resourced based provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Assistive technology &amp; accessibility: basic knowledge of tools that support reading/writing/communication and how to use them routinely.</li> <li>• Practical knowledge of supporting receptive/expressive language, social communication, and the use of visuals, structured routines and language-friendly classrooms.</li> <li>•</li> </ul>	
<b>Circumstances</b>	<ul style="list-style-type: none"> <li>• Commitment to equality, inclusion and high expectations for pupils with SEND.</li> <li>• Ability to work flexibly as required to meet the needs of pupils and the organisation.</li> <li>• Willingness to engage in ongoing professional development and contribute to whole-school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to contribute to extracurricular/enrichment activities that support pupils' wider development.</li> <li>• Willingness to support visits, off-site learning and/or residential activities where applicable.</li> </ul>	Application Form and Interview

<b>Disposition</b>	<ul style="list-style-type: none"> <li>• The capacity to consistently perform to a high level of success and act as a role model for other professionals.</li> <li>• Self-motivated with an ability to use own initiative.</li> <li>• Well-developed interpersonal and social skills. A passion for education and making a difference.</li> <li>• Ability to meet deadlines.</li> <li>• Enthusiastic and always positive.</li> <li>• Use critical thinking, creativity and imagination. Able and willing to scrutinise own practice and to make their practice accessible to others. Believe they can improve on their previous best.</li> <li>• Commitment to safeguarding children and young people.</li> </ul>		Application Form and Interview.
<b>Practical and Intellectual Skills</b>	<ul style="list-style-type: none"> <li>• Commitment to safeguarding children and young people.</li> <li>• Excellent communication skills orally and written.</li> <li>• Excellent use of ICT to make learning engaging and dynamic and to support assessment.</li> <li>• The capacity to make decisions based on sound judgements.</li> <li>• The capacity to form positive learning-centred relationships with other professionals.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of innovative practice.</li> <li>• Successful experience of teaching students of all abilities.</li> </ul>	Application Form and Interview
<b>Legal Requirements</b>	<ul style="list-style-type: none"> <li>• Enhanced Criminal Records Bureau Check confirming the appointee is not on the Children's Barred list.</li> <li>• This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement for the role.</li> </ul>	<ul style="list-style-type: none"> <li>• Right to work in the UK.</li> <li>• Willingness to complete/maintain training required for the role (e.g., safeguarding updates).</li> </ul>	Application Form and Pre-employment Checks

**Shireland Collegiate Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.**