

## SEND Teacher Person specification

Criteria	Qualities
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Degree</li> <li>• Qualified teacher status</li> <li>• Level 2 qualification in mathematics and, English or equivalent qualification</li> <li>• Willing to undertake regular training and professional development as and when required</li> <li>• Working knowledge of SEND Code of Practice 0-25 years</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Has experience of teaching children or young people with autism spectrum conditions in a mainstream, resource base or special school setting (desirable)</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Knows how to use ICT effectively to enhance learning and communication</li> <li>• Knows how to use social stories, PECS and/or Makaton to support communication and understanding</li> <li>• Understands that pupils with ASC may experience persistent differences with social interaction, social communication and understanding emotions</li> <li>• Understands barriers to completing homework and sitting tests and exams for pupils with autism spectrum conditions and knows how to support pupils to break down barriers</li> <li>• Knows how to use personal interests and strengths to motivate pupils to engage in learning</li> <li>• Is able to provide and maintain visible and predictable structure for pupils</li> <li>• Is able to provide opportunities for pupils to apply learning in different contexts and situations</li> <li>• Able to provide pupils with clear boundaries and consistent support with engagement, learning, emotional regulation, sensory needs and behaviour management.</li> <li>• The ability to use restorative approaches to minimise conflict and build and maintain effective partnership working with pupils and parents</li> <li>• Able to facilitate pupil participation and involvement in all aspects of school life</li> <li>• Able to effectively role model what is expected of others</li> </ul>

<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• A commitment to achieving the best outcomes for all pupils &amp; prioritising their needs</li> <li>• High levels of personal resilience</li> <li>• Solution focused</li> <li>• Commitment to own professional development and growth</li> <li>• Effective team player</li> <li>• Self awareness and the ability to act as a role model to others</li> <li>• Uphold and promote the ethos and values of the school</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Maintain confidentiality at all times</li> <li>• Commitment to safeguarding and equality</li> <li>• Commitment to children's universal rights</li> <li>• A commitment to communicate and involve parents and pupils in the work of the school</li> <li>• An awareness and understanding of, and commitment to, equal opportunities</li> <li>• A heightened awareness of the issues involved in the education of children with SEND</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Enhanced DBS is essential. This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement of the role</li> </ul>

We undertake to make any "reasonable adjustments" to a job or workplace to counteract any disadvantages a disabled person may have.