**The person specification provides a list of essential and desirable criteria that a candidate should have in order to perform the job**. Each of the criteria listed below will be measured through: (A) application form, (O) Observation of teaching (I) interview, or (P) presentation,

**Qualifications**

|  |  |  |
| --- | --- | --- |
| **ESSENTIAL** | **DESIRABLE** | **Assessed by:** |
| Qualified teacher status and experience of working with children with SEND. | Formal qualification in teaching children with autism/ social and communication difficulties. | A,I |
| Good degree | AET training / SCERTS |  |

Knowledge

|  |  |  |
| --- | --- | --- |
| **ESSENTIAL CRITERIA** | **DESIRABLE CRITERIA** | **Assessed by:** |
| Understanding of AS/Social and Communication difficulties.  |  | A,I,O,P |
| Evidence of successful teaching experience with vulnerable children | Understanding of how to run a nurture group |  |
| Substantial recent experience of teaching in a mainstream or special school with experience of Key Stage 1 and 2 (during the last 5 years) | Experience of teaching children with complex needs within a mainstream school or experience of working /developing a SEN provision or within a similar service. | A,I |
| Experience of working effectively with parents and other professionals | Experience of positively influencing the practice of others, including delivering INSET. | A,I |
| Employ strategies to promote children’s progress where there are significant barriers to learning |  | A,I,O |
| Can demonstrate the positive role of appraisal within one’s own professional development |  | A,I |

Skills and abilities

|  |  |  |
| --- | --- | --- |
| **Essential**  | **Desirable**  | **Assessed by::** |
| Lead and manage others in challenging situations |  | A,O |
| An outstanding practitioner |  | A,O |
| Think strategically, build and communicate a coherent vision |  | A,I |
| Inspire, challenge, motivate and empower pupils and staff |  | A,I,P |
| Develop and maintain effective relationships with parents, carers, colleagues and other professionals  |  | A,I,P |
| To be able to create a safe, stimulating and AS friendly environment | Knowledge and understanding of sensory processing difficulties  | A,I,O |
| Communicate effectively, orally and in writing with a range of audiences | Knowledge of how to create an communication friendly environment | A,I |
| Plan strategically and implement agreed actions within the given time scales |  | A,I |
| To be familiar with a variety of learning styles and teaching strategies suitable for children with AS/ social and communication difficulties. | Trained to use Team Teach | A,I,P,O |
| To use ICT effectively in a range of ways  | To know about emerging technologies and implement these as appropriate to personalise learning | A,I,O |
| Good interpersonal skills and emotional resilience in working with children |  |  |
| To have an awareness of safeguarding systems and processes (including child protection)Clear ability to safeguard children by developing appropriate relationships, personal boundaries and maintaining discipline  |  | A,I |
| Post holders should be willing to undertake the necessary training to ensure an excellent understanding of AS and teaching approaches for children with AS |  | A,I |

Personal qualities

|  |  |  |
| --- | --- | --- |
| **Essential** | **Desirable** | **Assessed by:** |
| Flexible, committed and enthusiastic in one’s approach | Sense of humour | I,P |
| Strong commitment to pursuing one’s own personal development |  | A,I |
| Emotional resilience in working with behaviours which challenge |  | A,I,P |
| Good problem solving skills and time management |  |  |
| Ability to work well unsupervised and use initiative effectively |  |  |