

**PERSON SPECIFICATION**

**Job Title:** Teacher

**Salary:** MPS/UPS + SEN Allowance

**Method of Assessment (M.O.A)**

A.F = Application Form, I = Interview, T = Test of Exercise P= Presentation

<b>CRITERIA</b>	<b><u>ESSENTIAL</u></b>	<b>M.O.A.</b>
<b>EXPERIENCE</b>  (Relevant work and other experience)	Experience teaching or supporting learners with diverse needs, including physical disabilities, communication needs, or complex learning profiles.	AF/I
	Experience delivering functional, applied or experiential learning (e.g., life skills, community-based learning, enterprise, vocational tasks).	AF/I
	Experience working collaboratively within a multidisciplinary environment with therapists, support staff and external agencies.	AF/I
	Demonstrates strong curriculum knowledge relevant to learners working within a Preparing for Adulthood framework (communication, independence, community participation, health and wellbeing, employment skills).	AF/I
	Clear understanding of safeguarding processes, including supporting vulnerable learners in classroom and community settings.	AF/I
<b>SKILLS AND ABILITIES</b>  (E.g. Communication skills, working with pupils, professional qualities)	Ability to deliver creative, engaging and highly differentiated lessons that build functional skills, independence and real-life application.	AF/I/T
	Strong ability to plan and lead community-based learning such as travel training, shopping, workplace encounters and enterprise projects.	AF/I/T
	Ability to support learners to develop confidence in unfamiliar places and with unfamiliar people.	AF/I/T
	Clear communicator with excellent written and verbal skills, able to model communication strategies and support individual communication needs (including AAC where appropriate).	AF/I/T
	Familiarity with assessment approaches used for learners working below age-related expectations, including functional progress measures.	AF/I/T

	Excellent organisational skills, time management and ability to meet deadlines.	AF/I/T
	Calm, resilient and able to respond positively to the varying needs of learners in a Sixth Form setting.	AF/I/T
	Flexible and adaptable in planning for experiential and off-site learning opportunities.	AF/I/T
	Empathy, patience and sensitivity to the needs and aspirations of young people preparing for adulthood.	AF/I/T
	Committed to strong partnerships with parents, carers, external agencies and community providers.	AF/I/T
	Confident using ICT and assistive technology to support teaching, learning and independence.	AF/I/T
<b>TRAINING</b>	Commitment to continuous professional development related to preparing learners for adulthood, vocational learning, SEND or applied learning approaches.	AF/I
	Willingness to engage with whole-school and pathway-wide protocols to ensure consistency and safety across on-site and off-site learning.	AF/I
	Understanding of current developments in SEND education, functional curriculum design and post-16 pathways.	AF/I
<b>EDUCATION/ QUALIFICATIONS</b>	Good standard of general education.	AF/I
NB Full regard must be paid to overseas qualifications	Qualified Teacher Status (QTS/QTLS)	AF/I
	Additional SEN-related training is desirable (e.g., communication strategies, assistive technology, autism awareness, functional skills training).	AF/I
<b>OTHER</b>	Willingness to participate in enrichment, community projects, enterprise activities or extended-day opportunities where needed to support functional learning.	AF/I
<b>SAFEGUARDING</b>	Enhanced DBS clearance is essential.	AF/I
	This post is covered by Part 7 of the Immigration Act (2016); ability to speak fluent English is essential.	AF/I