

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

CRITERIA	<u>ESSENTIAL</u>	M.O.A.
EXPERIENCE (Relevant work and other experience)	Experience teaching or supporting learners with a range of physical disabilities, communication needs, medical needs or diverse learning profiles.	AF/I
	Experience planning and delivering engaging, differentiated lessons across a broad curriculum.	AF/I
	Experience delivering or supporting functional, practical or experiential learning (e.g., life skills, cooking, independence tasks, community-based learning).	AF/I
	Experience working collaboratively within a multidisciplinary environment (e.g., therapists, medical staff, support staff, external agencies).	AF/I
	Clear understanding of safeguarding and the needs of vulnerable learners in both classroom and practical settings	AF/I
SKILLS AND ABILITIES (E.g. Communication skills, working with pupils, professional qualities)	Ability to deliver creative, engaging and highly differentiated lessons that support academic progress, independence and real-life application.	AF/I/T
	Willingness and confidence to deliver a small number of cooking and food-based lessons, using provided planning/resources and promoting safe, practical learning.	AF/I/T
	Ability to support learners to develop confidence in new situations, including during practical and community-based activities.	AF/I/T
	Clear and effective communication skills, both written and verbal; ability to model a range of communication methods including AAC where needed.	AF/I/T
	Familiarity with assessment approaches for learners working below age-related expectations, including functional progress measures.	AF/I/T
	Excellent organisational skills and the ability to manage a varied timetable across multiple classes or phases.	AF/I/T

	<p>Calm, resilient and able to respond positively to varied needs across the school.</p> <p>Flexible and adaptable to support practical, experiential and off-site learning opportunities, including cooking.</p> <p>Empathy, patience and sensitivity to the needs and aspirations of children and young people with SEND.</p> <p>Committed to strong communication and partnership with parents, carers and external professionals.</p> <p>Confident using ICT and assistive technology to support teaching, independence and learning.</p>	<p>AF/I/T</p> <p>AF/I/T</p> <p>AF/I/T</p> <p>AF/I/T</p> <p>AF/I/T</p>
TRAINING	<p>Commitment to ongoing CPD related to SEND, practical learning, independence skills, or teaching and learning</p> <p>Willingness to follow whole-school protocols and maintain consistent safety standards, including during cooking activities.</p> <p>Awareness of current developments in SEND education, inclusive practice and functional curriculum design.</p>	<p>AF/I</p> <p>AF/I</p> <p>AF/I</p>
<p>EDUCATION/ QUALIFICATIONS</p> <p>NB Full regard must be paid to overseas qualifications</p>	<p>Good standard of general education.</p> <p>Qualified Teacher Status (QTS/QTLS)</p> <p>Additional SEN-related training is desirable (e.g., AAC, autism awareness, assistive technology).</p>	<p>AF/I</p> <p>AF/I</p> <p>AF/I</p>
OTHER	<p>Willingness to participate in enrichment, enterprise, practical activities or extended-day learning where appropriate.</p>	<p>AF/I</p>
SAFEGUARDING	<p>Enhanced DBS clearance is essential.</p> <p>This post is covered by Part 7 of the Immigration Act (2016); ability to speak fluent English is essential.</p>	<p>AF/I</p> <p>AF/I</p>