



Person Specification

Method of Assessment

The person specification table shows indicators of skills, knowledge, and competency level for each criterion that will be assessed. Essential criteria for the role must be met.

Qualifications

Qualified Teacher Status

Essential or Desirable Criteria (E or D)

Application Form

Interview (or other selection method)

E

A

SEND related qualifications or training, e.g. SENCO qualification or specific training in Mental Health, ASC, ADHD etc

D

A

Experience & Job Knowledge

Understanding that behaviour is communication.

E

A

I

Commitment to relational learning using playfulness, acceptance, curiosity and empathy alongside natural and logical consequences rather than punitive approaches.

E

A

I

Proven experience of teaching primary age pupils with additional needs either in a mainstream or special school setting

E

A

I

Understanding of the national curriculum, and how to adapt it for pupils working significantly below age-related expectations

E

A

I

Knowledge or experience of successfully supporting children with moderate learning difficulties and social, emotional and mental health needs

E

A

I

Evidence of recent and relevant professional development

E

A

I

Experience of child protection procedures and commitment to safeguarding pupils

E

A

I

Proven ability to plan and teach outstanding lessons, ensuring high standards, continuity and progression

E

A

I

Ability and motivation to constantly improve own practice and knowledge through self-evaluation and learning from others

E

A

I

A good understanding of child development and learning processes within SEND and how to overcome barriers to learning

E

A

I

Experience of EHCP's annual reviews, writing and reviewing IEP's, developing personalised interventions for pupils and reviewing progress

E

A

I

| | Essential or Desirable Criteria (E or D) | Application Form | Interview (or other selection method) |
|---|--|------------------|---------------------------------------|
| Experience & Job Knowledge continued... | | | |
| Proven expertise in working with children who communicate through challenging behaviour and meeting their wider needs through pupil centred planning approaches | E | A | I |
| Ability to set and maintain high standards of behaviour and expectations whilst meeting individual needs | E | A | I |
| Proven ability to ensure continuous assessment, recording and reporting on the development, progress and attainment of pupils | E | A | I |
| Ability to support and maintain effective teamwork | E | A | I |
| Ability to create and maintain inclusive links with other agencies and mainstream schools/colleges | E | A | I |
| Ability to deal positively with staff, children, and parents in sometimes difficult circumstances | E | A | I |
| Ability to lead a curriculum area | E | A | I |
| Experience in a variety of educational settings including mainstream schools | D | A | I |
| Experience of TA appraisal | D | A | I |
| Willingness to contribute to, and support professional development across the whole staff | D | A | I |
| Personal Qualities and Attributes | | | |
| Commitment, passion and drive for high standards in supporting children with additional needs to succeed | E | A | I |
| Confidence to engage in a robust line management structure including line management of a team | D | A | I |
| Openness to self-reflection, highly developed self-awareness skills and a commitment to personal and professional growth and development | E | A | I |
| Resilience to challenging behaviour from pupils and a forgiving 'every day is a new start' attitude | E | A | I |
| Understanding that physical intervention is a last resort to keep children safe, and a willingness to undertake it (with training) when all else fails | E | A | I |
| Ability to work successfully within a team, supporting colleagues | E | A | I |
| Flexible and a positive attitude to change | E | A | I |