

PERSON SPECIFICATION: Qualified Teacher

REQUIREMENTS	ESSENTIAL CRITERIA Brackets indicate how this will be verified, i.e. (F), (I), (R), (C)	DESIRABLE CRITERIA Brackets indicate how this will be verified, i.e. (F), (I), (R), (C)
Qualifications	Qualified Teacher Status and registered with the Teaching Regulation Agency Evidence of CPD	
Work or other relevant experience	Experience of delivering a range of curriculum areas and of differentiating Working successfully within a team Developing a good working relationship with parents Devising and implementing individual education programmes for students Working in a multi-cultural setting	Working with primary aged pupils with Special Educational Needs Writing Annual Reviews and Special Educational Advice Extensive experience of working with pupils with Autistic Spectrum Condition (ASC) and challenging behaviour Experience of implementing structure in the classroom (TEACCH) Of managing the challenging behaviour of adolescent pupils with ASC using appropriate physical interventions
Skills and Abilities	Ability to convey an idea/information in clear, simple manner, both verbally and in writing Ability to evaluate from observation Understanding/knowledge of child development An understanding of behaviour management Skill to implement research-based instructional practices and strategies with individuals with severe learning difficulties	Skill to demonstrate the ability to accurately collect and interpret data to document progress on outcomes for students with SEN, and make necessary changes in programming when indicated Skill in writing behaviour intervention plans Knowledge of a range of educational and service options for students with SEN Skill to communicate with outside agencies (e.g. OT, speech and language therapists, doctors, psychologists, and others) working with individuals with ASC

	<p>Skill to implement curriculum programs that improve social skills and interactions between students with PMLD/SLD/ASC, their peers, and adults across various settings</p> <p>Skill to implement instructional programs that address transition needs of individuals with ASC (i.e. jobs and training, home living, recreation and leisure, community living, and postsecondary education)</p> <p>Skill to implement individualised goals and objectives to address the core features of SEN based on individual strengths and identified needs</p> <p>Skill in providing strategies and training for parents, professionals, and other school staff to work more effectively with individuals with SEN</p>	<p>Skill to share current research and other resources regarding ASC with parents and school staff</p>
General competencies	<p>Commitment to the Council's Equal Opportunities Policy and acceptance of their responsibility for its practical application</p> <p>Legible handwriting along with the ability/willingness to type</p> <p>Approachable</p> <p>Time commitment</p> <p>Good, precise record keeping</p> <p>ICT skills</p> <p>Willing to attend training</p> <p>Willing to work across phases according to the requirements of the School</p>	<p>STRE interest</p> <p>An understanding of appropriate Professional standards for teachers as appropriate for post</p>
Equal Opportunities	<p>Understanding of and commitment to the School's Vision, Value and Aims, Equal Opportunities and Child Protection as they relate to staff and pupils</p>	

Disqualifying Factors	Indication of sexist, racist, and anti-disability attitudes or any other attitudes inconsistent with wither the Council's Equal Opportunities Policy or the School's Safeguarding Children and Safer Recruitment policies and procedures	
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Criteria will be verified by: F = Form I = Interview R = References C = Certificate