



## **PERSON SPECIFICATION: SEND Teacher**

<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>
<b>Education &amp; Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Evidence of relevant professional development</li> <li>• Recent training in specific areas of special education e.g. Autism</li> </ul>	<ul style="list-style-type: none"> <li>• An additional qualification</li> <li>• relating to SEN e.g. VI, SPLD or ASD</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful experience of teaching within the special needs environment and ideally experience across key stages</li> <li>• Knowledge of commonly used resources to support pupils with a range of special educational needs</li> <li>• Able to use a range of augmented communication e.g. signing, intensive interaction, communication aids, objects of reference</li> <li>• Experience working with a multi professional team including speech and language therapists and physiotherapists</li> <li>• Proven record of raising attainment</li> <li>• Experience of promoting positive behaviour conducive to learning and which is focused on raising standards</li> <li>• Experience of promoting highly effective communications within and between teams and other stakeholders in the school community</li> <li>• Experience of working with and developing links with the wider community</li> <li>• Successful experience of using a range of communication strategies when working with children and young people with autism and additional needs</li> </ul>	<ul style="list-style-type: none"> <li>• Taught SEN in both mainstream</li> <li>• and Special schools</li> <li>• Taught across all Key Stages</li> <li>• EYFS to KS2</li> <li>• Experience of planning in teams</li> </ul>



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<b>Professional Knowledge, Skills and Aptitudes</b>	<ul style="list-style-type: none"> <li>• Knowledge of key issues in autism education</li> <li>• Understanding and implementation of eclectic communication strategies</li> <li>• Understanding of equality of opportunity issues and how they can be effectively addressed in schools</li> <li>• Understanding of a diverse range of teaching and learning strategies relevant to meet the needs of children and young people with autism</li> <li>• Good understanding of the importance of culture and ethos</li> <li>• Good understanding of effective procedures for managing and promoting positive behaviour among pupils</li> <li>• Good understanding of the role of parents and the community in school improvement and how this can be practised and developed</li> <li>• Experience of using performance data to support, monitor, evaluate and improve pupil performance</li> <li>• Ability to successfully manage teaching assistants within the class team</li> <li>• Excellent written, presentational, communication and confident use of information and communication technology</li> <li>• A commitment to safeguarding, child protection and promoting welfare</li> <li>• Up to date knowledge of statutory regulations and guidance relating to the post, including understanding of OFSTED requirements</li> </ul>	
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>• High Expectations of pupil achievement and attainment</li> <li>• Knowledge of current legislation and developments in SEN education</li> <li>• Ability to use ICT confidently</li> <li>• Effective communication skills both in writing and speech</li> <li>• Can motivate and encourage participation</li> <li>• Ability to contribute to the wider life and ethos of the school</li> <li>• Ability to motivate pupils of differing abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Open to change and fresh ideas</li> </ul>



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<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Proven ability in the implementation, modification and</li> <li>• development of a curriculum for pupils who have SLD/PMLD and other complex needs</li> <li>• Understanding of SEN legislation</li> <li>• Ability to differentiate not simplify the curriculum</li> <li>• Knowledge and experience of using recognized SEN assessment approaches.</li> <li>• Knowledge of a range of teacher assessment tools</li> <li>• An awareness of the importance of carrying out effective</li> <li>• observation, assessment and record keeping, and ensuring that adequate records are kept of the individual children's progress, and that information is used as the basis for planning the curriculum.</li> <li>• Ability to plan, teach and adapt lessons to ensure individualised learning</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of extra-curricular activities</li> <li>• A good understanding of positive approaches to behaviour management.</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• To have experience of commitment to home school links and the value of warm, welcoming ethos for children and adults alike.</li> <li>• Understands ethical issues in sharing information when working in partnership</li> <li>• Actively encourage the involvement of parents</li> <li>• Ability to encourage effective links with the pupil's 'home school', our local schools and the Local Authority</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with local authority consultants and outside advisors</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Ability to promote the school's aims positively</li> <li>• Ability to develop good personal relationships within a team</li> <li>• Ability to establish and develop close relationships with parents, governors and the community</li> <li>• Ability to communicate effectively</li> <li>• Ability to create a happy, challenging and effective learning environment</li> <li>• Boundless enthusiasm, determination and drive to inspire others to achieve high standards</li> </ul>	<ul style="list-style-type: none"> <li>• interests outside school</li> <li>• A sense of humour</li> </ul>



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	<ul style="list-style-type: none"><li>• An appetite and stamina for challenging work</li><li>• A solution-focussed mind-set and determined “no-excuses” approach to raising standards</li><li>• A personable nature to build effective relationships with parents and all members of the school community</li><li>• A lively, creative and good-humoured approach to all aspects of teaching, management and leadership</li><li>• Ability and keenness to promote Beaufort School’s positive culture and ethos</li><li>• Organised, positive, and able to prioritise and work to deadlines</li><li>• Excellent attendance and punctuality record</li><li>• Excellent professional appearance, conduct and demeanour</li><li>• To act with integrity, commitment, enthusiasm and loyalty</li><li>• Self-motivating and resilient</li><li>• Ongoing relevant professional self-development and reflective practice</li></ul>	
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