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**PERSON SPECIFICATION TEACHER**

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|  | **Essential** | **Desirable** |
| **Training and Qualifications** |  |  |
| Qualified teacher status. | **X** |  |
| Evidence of further study or training within the field of Autism. |  | **X** |
| Further study or qualifications in SEND |  | **X** |
| Experience teaching a class within an autism setting | **X** |  |
| Experience in delivering training to others related to SEND |  | **X** |
| **Personal Attributes and Skills** |  |  |
| Ability to work effectively both as a team member and as a classroom leader. | **X** |  |
| Motivation to continually improve standards and achieve excellence. | **X** |  |
| Ability to reflect on your practice and develop as a professional. | **X** |  |
| Good working knowledge of relevant policies and procedures. | **X** |  |
| A willingness to share good practice and support the development of staff. | **X** |  |
| An ability to effectively use ICT to support teaching and learning. | **X** |  |
| Excellent communication skills (written and verbal). | **X** |  |
| Excellent organisational skills. | **X** |  |
| **Working with Young People and SEND** |  |  |
| Experience of working with a class of students with complex autism. | **X** |  |
| Ability to relate well to, and communicate with, children and adults. | **X** |  |
| Understanding of the issues around safeguarding vulnerable children. | **X** |  |
| An empathetic approach to working with students with highly complex needs. | **X** |  |
| An understanding of how communication affects people with autism. |  | **X** |
| **Professional Knowledge and Understanding** |  |  |
| A good understanding of autism and how it affects individuals. | **X** |  |
| A good understanding of a range of tools and techniques that can be used in educational and therapeutic settings to support the needs of these students effectively, ensuring their development and ability to manage their autism with dignity and independence. | **X** |  |
| An good understanding of assessment for learning and methods of formative and summative assessment. | **X** |  |
| The ability to problem solve and think creatively, especially with regards to complex behaviours. | **X** |  |
| **Equal Opportunities** |  |  |
| A determination to ensure that all students are given the chance to succeed. | **X** |  |
| Commitment to equal opportunities. | **X** |  |
| **Other** |  |  |
| Ability to work autonomously and creatively. | **X** |  |
| Ability to remain calm, problem-solve and work collaboratively in demanding situations. | **X** |  |
| Willingness to reflect on your own practice and develop as a professional and pursue professional development | **X** |  |
| A commitment to upholding the vision and values of the school | **X** |  |