

**PERSON SPECIFICATION FOR SEND TEACHING POST ('School of Supported Learning' – Rise@GHC)**

KEY CRITERIA	ESSENTIAL	DESIRABLE
<p><b>Qualifications and Training</b></p>	<p>A degree or qualifications at level four and above.</p> <p>QTS or aspirations to work towards QTS</p> <p>Training and/or qualifications in any SEND area e.g. Dyslexia, ADHD etc. (ideally for working with pupils with autistic spectrum conditions or related needs).</p>	<p>Good honours degree (2.1 or higher) in a relevant subject.</p> <p>Qualifications in educating pupils with Autistic Spectrum Conditions.</p> <p>Experience of teaching SEND pupils (ideally for working with pupils with autistic spectrum conditions or related needs) in a specialist setting.</p>
<p><b>Competence Summary (Knowledge, abilities, skills, experience)</b></p>	<p>A clear understanding of current national SEND educational issues, theory and practice, with particular regard learners with ASC.</p> <p>Knowledge of the range of SEND educational practice and strategies to support learners, including those with ASC and other associated learning needs (ie. communication impairment).</p> <p>A good understanding of a variety of SEND needs and strategies to overcome barriers to learning.</p> <p>Understanding of SEND ASC teaching, learning and assessment strategies and techniques and how they can support SEND ASC learners' performance and personal development effectively to help them to achieve good or better outcomes.</p> <p>Effective use and knowledge of non-confrontational method and inclusive SEND management and support strategies particularly relating to pupils with ASC.</p> <p>Good understanding of the importance of child safeguarding practice and procedure.</p> <p>Ability to plan and apply learning strategies and assessment techniques that impact on learner performance.</p> <p>An ability to personalise learning based on individual pupils areas of need.</p> <p>Ability to apply a range of successful teaching strategies, including the ability to use resources, including new technology, effectively to enhance pupils' learning and progress.</p> <p>Able to relate to, challenge, inspire, motivate young people and respond flexibly and sensitively to their needs.</p> <p>Able to contribute to the development of policies and procedures.</p> <p>Understanding of and commitment to the requirements of safeguarding children.</p>	<p>Working knowledge of relevant policies, legislation and relevant statutory frameworks.</p> <p>Applied and highly developed understanding of SEND ASC teaching, learning and assessment strategies and techniques (ie. TEACCH) and how they can impact positively on SEND ASC learners' performance and personal development effectively to help them to achieve good or better outcomes.</p> <p>Working knowledge and experience of implementing national curriculum and relevant learning programmes /strategies, including those relevant to the College and centre's context (for example Building Learning Power, PLCS, mindfulness etc.).</p> <p>Working knowledge of a range of teaching and assessment strategies, experience using a variety of methods and resources, including use of new technology, in a way that contributes markedly to pupils' learning and progress.</p> <p>Experience of working with other agencies.</p> <p>Experience with the Annual review process for pupils with statements of educational needs/education health care plans.</p> <p>Knowledge of the current SEND guidelines and best practice.</p>
<p><b>Personal Professional Requirements</b></p>	<p>A suitability and interest in working with children/young people with Autism Spectrum Conditions.</p> <p>Able to communicate well, both orally and in writing, with others, including young people and other adults, including outside agencies involved.</p>	

	<p>Able to remain calm and patient in challenging and pressurised situations.</p> <p>A flexible approach to teaching and behaviour management.</p> <p>An ability to respond to guidance given by professionals.</p> <p>Able to work well independently and as part of a team.</p> <p>Ability to plan time effectively and meet deadlines.</p> <p>Strong commitment to equality of opportunity.</p> <p>Proactivity and innovative problem solving skills.</p> <p>Strong commitment to own continuing professional development and learning.</p> <p>Conveys and/or able to develop high professional standards and a strong sense of personal fulfilment and achievement.</p> <p>Positive outlook and approach.</p> <p>A willingness to adopt or try new approaches and ideas.</p>	<p>Working knowledge of outside agencies and services available to aid pupil progress.</p> <p>Evidence of continuous INSET and commitment to further professional development, particularly in SEND.</p>
<b>Other Work Requirements</b>	A satisfactory enhanced DBS Certificate	