

PERSON SPECIFICATION

SEND Teacher (Complex Learning Needs)

Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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Criteria	Essential	MOA
Education/Qualifications NB: Full regard must be paid to overseas qualifications.	<ul style="list-style-type: none"> Minimum of 5 GCSEs a Grade C or above (or equivalent) including English and Maths Qualification at minimum degree level QTS OR QTLS Recent and relevant involvement in professional development that is relevant for a teaching post at Uffculme School A qualification in SEN/ASC is desirable 	AF/C
Experience Relevant work and other experience	Successful experience in leading learning in small class or group. Have successful experience of working with and or a good knowledge of students aged 14-19 who have autism as a primary diagnosis Supporting students in their development and learning, especially students with Complex learning needs	AF/I AF/I
Skills & Ability e.g. written communication skills, dealing with the public etc.	To have a developing/established knowledge of strategies used to support CYP with Autism in their communication and learning An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016 Commitment to professional development with reference to Teachers' Standards Have a strong belief that all students who have learning difficulties can achieve	AF/I/T AF/I

	<p>Be emotionally strong/resilient</p> <p>Have the enthusiasm and commitment to always look to improve own professional practice</p> <p>Be creative and imaginative</p> <p>A commitment to always make the pupils' learning motivating and appropriate for the level of learning of every pupil in the class</p> <p>Have the flexibility and the willingness to positively accept change</p> <p>Be able to reflect on your own, and your teams practice, to harness a culture of self-improvement</p> <p>Ask 'Why', and question the purpose of lessons/activities, and adapt your practice accordingly</p> <p>Have a good knowledge of the National Curriculum Framework</p> <p>A very good understanding of the setting, monitoring and evaluating SMART outcomes</p> <p>Be at least good at evaluating learning and behaviour</p> <p>To be confident to be a critical friend to other professionals, during Peer-to-peer observations, moderations, and sharing of practice across the school</p> <p>The ability to liaise with all school staff, which includes a multi-disciplinary team</p> <p>A positive attitude and a commitment to remain positive especially in difficult situations</p> <p>The ability to adapt and work under pressure</p> <p>A commitment to ensure all agreed work is completed and handed in on time</p> <p>Are a team player with the understanding when it is appropriate to lead and also when it is appropriate to listen</p> <p>Have the ability to prioritise, organise, and motivate a team</p> <p>Have the skill to motivate others</p> <p>Have empathy when working with parents</p>	
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	<p>Have very good ICT skills</p> <p>Have very good literacy skills</p> <p>Have a sense of humour</p>	
Training	<p>Willingness to participate in further training and developmental opportunities offered by the school and external providers, to further knowledge</p> <p>Evidence in additional accredited training for behaviour management techniques, eg Team Teach</p>	AF/I
Other		

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.

Reviewed by:

Date:
