

PRIMARY SCHOOL - PERSON SPECIFICATION

Job Focus: Hub Based Class Teacher

	Essential	Method of Assessment
INITIAL QUALIFICATIONS	Qualified Teacher Status	A
FURTHER QUALIFICATIONS/ PROFESSIONAL DEVELOPMENT	Relevant in-service training in current educational practice relating to provision for special educational needs and autism in particular.	A, I
EXPERIENCE	<p>Successful primary experience teaching.</p> <p>Successful experience of teaching pupils with ASC and complex needs in the primary age range.</p> <p>Working closely with parents so that they can support their children's development more effectively</p> <p>Evidence of supporting the aims and wider effectiveness of the school.</p>	<p>A, I, T</p> <p>A, I, T</p> <p>A, I,</p> <p>A, I</p>
SKILLS AND ABILITIES	<p>Strong understanding of autism and how to adapt teaching and the learning environment to meet the needs of ASC pupils in line with their EHC plans to ensure they achieve well in their learning and social development.</p> <p>Commitment to, and ability to create an inclusive environment for pupils.</p> <p>Knowledge of effective teaching and assessment practices to ensure pupils achieve well relative to their starting points. Ability to maintain records of evidence of teaching and progress.</p> <p>Monitor and evaluate the impact of interventions.</p> <p>Ability to set high expectations in pupils.</p> <p>Have a commitment to an excellent level of pastoral care.</p> <p>Strong knowledge of safeguarding and experience in implementing safeguarding guidance with primary aged pupils.</p> <p>Knowledge and understanding of objects of reference, visuals, Now and Next, Intensive Interaction, Attention Autism</p> <p>SCERTs experience (not essential but advantageous).</p> <p>Have a good understanding of appropriate strategies for promoting positive behaviour in pupils.</p> <p>Secure knowledge of the SEND Code of Practice 2015.</p> <p>Knowledge of the primary National Curriculum 2014.</p> <p>Able to write, implement and review Education, Health and Care Plans (not essential but advantageous).</p> <p>Be a highly motivated, energetic and enthusiastic educator</p> <p>Be capable of working independently, as part of a team and be willing to contribute to resource development.</p>	<p>A, I, O</p> <p>A, I, O</p> <p>A, I, O</p> <p>A, I, O</p> <p>A, I, O</p> <p>A, I, O</p> <p>A, I</p> <p>A, I, O</p> <p>A, I, O</p> <p>A, I</p> <p>A, I, O</p> <p>A, I, O</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p>

	Able to work with and take direction from the SENDCo. Interact sensitively and effectively with parents and external agencies.	A, I A, I, O
	Be a well presented, energetic and professional person able to inspire confidence in children, colleagues and parents.	A, I, O
	Demonstrate a willingness to promote and be loyal to the ethos of the school	A, I, O
	Has highly effective organisational and interpersonal skills	A, I, O
	High level of written and oral communication skills and the ability to use IT effectively.	

A = Application

I = Interview

T= Task