



PERSON SPECIFICATION

Post Title:	Teacher - Provision Lead (Primary)
Department:	Education
<p>This post is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.</p>	

Factor	Essential	Desirable	Ascertained by
Qualifications	Qualified Teacher Status	SEND or inclusion-related professional development	Application form Documentary Evidence
Knowledge and understanding relevant to the job	Secure understanding of barriers to learning for pupils with ASD and/or SLCN Awareness of adaptive teaching approaches and structured environments Understanding of communication needs and emotional regulation Knowledge of inclusive practice within a mainstream or special school setting Understanding of EHCP outcomes and review processes	Knowledge of evidence informed structured/visual based approaches Understanding of sensory processing differences Knowledge of communication and regulation interventions	Application form Documentary Evidence
Experience	Successful primary teaching experience Experience working with pupils with significant additional needs including ASD and/or SLCN Experience adapting curriculum for pupils working below age-related expectations The theory and practice of providing effectively for the individual needs of all children	Experience working in a Specialist Resource Provision or Special School Experience working with external professionals Experience sharing practice with colleagues	References Interview



Factor	Essential	Desirable	Ascertained by
	<p>The monitoring, assessment, recording and reporting of pupils' attainment and progress;</p> <p>The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Child Protection.</p>		
Communication	<p>The ability to communicate effectively in verbal and written form to a range of audiences.</p>		
Skills & Professional Attributes	<p>Builds positive relationships with pupils who experience communication barriers</p> <p>Establishes predictable routines and structured environments</p> <p>Adapts teaching to meet individual needs</p> <p>Works collaboratively with support staff</p> <p>Willingness to guide colleagues as part of an inclusive school approach</p> <p>To have the ability to develop and maintain good professional relationships and contribute positively to curriculum development.</p> <p>Ability to set high standards and provide a role model for staff and pupils.</p> <p>Promote the school's aims positively, and use effective strategies to monitor motivation and morale;</p> <p>Establish and develop close relationships with parents, governors and the community;</p>	<p>Experience coaching or mentoring colleagues (or willingness to develop this with support)</p> <p>Ability to contribute to whole-school inclusion practice</p>	<p>Application form</p> <p>References</p> <p>Interview</p> <p>Specific Qualifications or Experience</p>



Factor	Essential	Desirable	Ascertained by
Personal Qualities	Calm, patient and reflective practitioner Committed to inclusion and high expectations Open to specialist training Resilient and solution-focused	Interest in developing SEND leadership	Application form References Interview