

UNQUALIFIED TEACHER – PERSON SPECIFICATION

The Person Specification is a picture of the skills, knowledge and experiences needed to carry out the job. It will be used in the shortlisting and interview process for this post.

REQUIREMENTS	ESSENTIAL	DESIRABLE
Qualifications and Career Development	<ul style="list-style-type: none"> • Suitably skilled and knowledgeable to teach pupils with SEN/D • Evidence of further professional development in issues related to special educational needs and learning disabilities 	<ul style="list-style-type: none"> • An additional qualification relating to SEN e.g., ASD, Dyslexia, sensory needs. • Early Years experience • Hertfordshire Steps trained
Experience	<ul style="list-style-type: none"> • Minimum of 2 years work in Special Schools • At least 1 years' experience of planning for and teaching, whole classes. • Knowledge of commonly used resources to support pupils with a range of special educational needs. • Able to use a range of augmented communication e.g., signing, intensive interaction, communication aids, objects of reference. • Experience of working with children with a range of SEND. • Experience of using a range of interventions. 	<p>Worked with SEN in both mainstream and Special schools.</p> <ul style="list-style-type: none"> • Worked across Stages KS1 &2 • Experience in the use of sensory diets/circuits • Experience of safeguarding • Experience working with a multi professional team including speech and language therapists and physiotherapists. • Experience of EHCP annual review process • Experience of writing IEPs • Experience of assessing children and report writing • Experience of leading a team of Teaching Assistants
Personal Qualities	<ul style="list-style-type: none"> • Aims for excellence. • Open minded • Creative problem solver • Able to motivate others. • A reflective practitioner • Child focused. • Resilient • Meets deadlines. • Team player and leader 	<ul style="list-style-type: none"> • A sense of humor • Keen to continue learning. • Interests outside of work

	<ul style="list-style-type: none"> • Ability to work in partnership with families, the Governing Body, staff, relevant agencies and the local community 	
Leadership	<ul style="list-style-type: none"> • High Expectations of pupil achievement and attainment • Knowledge of current legislation and developments in SEN education • Ability to use ICT confidently. • Effective communication skills both in writing and speech • Can motivate and encourage participation. • Ability to contribute to the wider life and ethos of the school 	<ul style="list-style-type: none"> • Knowledge of current developments in education including effective pedagogy
Curriculum	<ul style="list-style-type: none"> • Proven ability in the implementation of a curriculum for pupils who have Learning Difficulties. • An awareness of the importance of carrying out effective observation, assessment and record keeping, and ensuring that adequate records are kept of the individual children's progress, and that information is used as the basis for planning the curriculum 	<ul style="list-style-type: none"> • Experience of extra-curricular activities • A good understanding of positive approaches to behaviour management. • Up to date knowledge on effective curriculum practices • Knowledge and experience of using SEN assessment approaches.
Relationships	<ul style="list-style-type: none"> • To have experience of and commitment to, home school links and the value of strong relationships for children and adults alike • Understands ethical issues in sharing information when working in partnership. • Know when to seek additional support and advise 	<ul style="list-style-type: none"> • Experience of working with local authority consultants and outside advisors/organisations • Know how to build an effective Team.