**PERSON SPECIFICATION – TEACHER (Autism)**

Method of Candidate Assessment: A = Application

I = Interview

R = Reference

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| **Essential** | **Desirable** | **Assessment** |
| **Skills, knowledge and aptitudes** |  |  |
| Excellent classroom practitioner  | Understands the framework for inspection of schools | A/I/R |
| Excellent understanding of core subjects and how they can be taught to pupils with learning difficulties | Can teach other subjects or general subjects appropriate to the curriculum for pupils with learning difficulties | A/I/R |
| Knowledge and understanding of pupils with a wide range of moderate and complex educational needs  |  | A/I/R |
| Clear understanding of subject leader role (if not an NQT) |  | A/I/R |
| Clear vision of how the subject leader role can be used to ensure pupil progression and effective delivery of the subject throughout the school |  | A/I/R |
| Sound understanding of assessment, recording and reporting processes  |  | A/I/R |
| Very good verbal and written communication skills |  | A/I/R |
| Can relate well to all groups listed in Job Description |  | A/I |
| **Qualifications and training** |
| DfE recognised teaching qualification and QTS or equivalent | Further professional development in autism-specific teaching strategies and interventions | DfE check A/I/R  |
| **Experience** |
| Has made significant contribution to teaching in their present school/or been recognised as a very good teacher in training | Has experience of teaching other or general subjects to pupils with learning difficulties | A/I/R |
|  | Has considerable experience of teaching pupils with learning difficultiesHas taught pupils with severe learning difficulties | A/I/R |
|  | Has taught pupils with autism | A/I/R |
| **Personal qualities** |
| Exceptional role model with the highest standards of integrity |  | I/R |
| Ability to make difficult decisions based on putting the pupils first | Calm, confident and professional manner | I/R |
| Embraces change and overcomes resistance to change in others  |  | I/R |
| Willingness to ask for advice and support where necessary  |  | I/R |
| **Essential** | **Desirable** | **Assessment** |
| High expectations of pupil achievement |  | I/R |
| Ability to form and maintain appropriate relationships and personal boundaries with children and young people |  | I/R |
| Ability to manage change and meet competing deadlines |  | I/R |
| **Special requirements** |
| Cleared to work with children | Clean driving licence | I/R DBS Clearance |
| Willing to take part in out-of-school activities | Newcastle mini-bus test | I/R  |
| Prepared to respond positively to professional development opportunities offered by the school |  | I/R  |