

SEN Specialist Teacher



Person Specification

Qualifications & Training

- A. Highly Desirable: Qualified Teacher Status (QTS), Primary or Secondary, or equivalent certified teaching credential, or Higher Level Teaching Assistant qualification and/ or relevant understanding and experience of supporting a student with Autistic communication differences, Augmentative and Alternative Communication (ACC) and understanding echolalia and how to support language development.
- B. Desirable: Specialised training in speech, language and communication needs (SLCN), for example Elklan, Augmentative and Alternative Communication (AAC), echolalia or PECS, or relevant training/certification in autism/neurodiversity support.

Experience & Knowledge

- A. Proven experience designing, planning and teaching bespoke curricula or highly individualised learning pathways for individual students with SEN.
- B. Experience supporting students with significant social and communication needs and diagnosed language disorders.
- C. Demonstrated experience working dynamically within a mainstream classroom environment, adapting varied subject content in the moment.
- D. Deep understanding of how language disorders can affect a student's ability to process verbal instructions, decode text and express thoughts, together with practical strategies to overcome these barriers.
- E. Experience working collaboratively with teachers, SENCOs, parents/carers and/or external professionals to support a consistent approach around a student.

Key Skills & Attributes

- F. Curriculum Creativity – able to create an engaging, progressive curriculum that addresses academic gaps alongside speech, language and communication needs.
- G. Real-Time Adaptability – able to translate a fast-moving mainstream lesson into accessible language, tasks and resources instantly.
- H. Communication – able to communicate clearly, sensitively and effectively with parents/carers, teachers, the SENCO, external specialists and other colleagues, both verbally and in writing.

- I. Collaboration – able to build positive professional relationships and contribute as an effective member of a wider team.
- J. Discretion and Sensitivity – able to support a student 1:1 while maintaining dignity, inclusion and positive relationships with peers.
- K. Student-Centred Approach – committed to promoting the student’s wellbeing, progress, confidence and increasing independence.
- L. Observation and Assessment – able to notice changes in learning, communication, engagement and regulation and use this information to inform teaching.
- M. Organisation – able to plan effectively, maintain accurate records and manage bespoke resources and assessment information.

Personal Qualities

- N. Patient, calm and emotionally attuned.
- O. Flexible and solution-focused.
- P. Warm, approachable and professional.
- Q. Reliable and well organised.
- R. Committed to inclusive practice and high expectations for students with SEN.