

| Key Criteria | Essential/ Desirable | Assessment Application/ Task/Interview/ Vetting (A, T, I, V) |
|--|-------------------------|--|
| Qualifications and Training | | |
| 1. Qualified Teacher Status | E | A, T, V |
| 2. First degree or equivalent in a relevant subject | E | A, V |
| 3. Evidence of further training linked to ASD | E | A, I, V |
| 4. Evidence of further qualifications particularly linked to SEND | D | A, T, V |
| Aptitude, Skills and Experience | | |
| 5. A strong commitment to the safeguarding and welfare of children and young people, with a proactive approach to identifying and responding to safeguarding concerns. | E | A, I, V |
| 6. A passion for teaching children with additional needs, with a creative and adaptable approach, demonstrating enthusiasm, patience, and commitment, with the ability to inspire and engage children. | E | A, T, I |
| 7. Can demonstrate effective strategies to maintain a well-managed and productive environment including current knowledge of the National Curriculum and SEND Code of Practice. | E | A, T, I, V |
| 8. Experience of the whole Educational Health Care Plan (EHCP) process to inform strategic planning and ensure that EHCP Targets are captured in individual learning plans. | E | A, T, I |
| 9. Experience of working with pupils who have SEND and an understanding of strategies and approaches to teaching pupils with ASD. | E | A, T, I, V |
| 10. Strong organisational skills, with the ability to plan and deliver lessons effectively, manage time, and maintain accurate records. | E | A, T, I, V |
| 11. Excellent communication skills, both verbal and written, with the ability to explain complex concepts in a clear and accessible manner to all. | E | A, T, I |
| 12. Outstanding classroom practitioner, with experience of teaching across more than one key stage. | E | A, T, I, V |
| 13. Experience of leading and developing a team of staff. to produce the best outcomes for children. Helping staff to adapt the curriculum to meet the needs of individual children. | D | A, T, I, V |
| 14. To develop positive relationships with parents and external partners to ensure individual need are met and to ensure the best possible outcomes and progress. | E | A, I, V |
| 15. Evidence of attending and leading recent CPD, in relation to ASD. | E | A, T, I, V |
| 16. Experience of developing a curriculum area, phase or pathway. | E | A, I, V |
| 17. Experience of successful management of change, including monitoring effectiveness | D | A, I, V |
| 18. Has experience of contributing to leadership and management in a primary school as a member of the Senior Leadership Team. | D | A, I, V |
| Personal Attributes | | |
| 19. A passion for teaching and learning and a deep commitment to helping children achieve their potential, both academically and socially, whilst developing a clear vision for the pathway, in line with school ethos, inspiring others to be motivated to share this vision. | E | A, T, I |
| 20. Ability to support and motivate colleagues – leading by example. | E | A, T, I |
| 21. Takes initiative and demonstrates strong time-management and organisational skills to meet the demands of the role. | E | T, I |
| 22. Maintains high ethical standards in interactions with children, staff, and parents, respecting confidentiality and showing discretion. | E | A, I, V |
| Other Requirements | | |
| 23. Proficiency in using ICT for planning, teaching, and communication (e.g., learning management systems, office software, and educational apps) particularly in relation to children with ASD. | E | A, T, I |
| 24. A strong commitment to both Trust values and ethos will a willingness to work collaboratively across the Trust. | E | A, T, I |
| 25. A commitment to contribute to the wider school community, such as involvement in extracurricular activities or school events. | D | A, T, I |
| 26. Ability to travel between schools within the Multi Academy Trust when necessary. | D | A, T, I |

References:

Any relevant issues arising from references will be taken up at interview.

DBS and pre-occupational health:

Balmoral Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

An enhanced DBS check and pre-occupational health check are an essential part of the selection and recruitment process.

Equal opportunities:

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applications with disabilities will be granted an interview if the essential job criteria are met.