



**Longcause Community
Special School**

PERSON SPECIFICATION - TEACHER

| | Essential | Desirable |
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| Qualifications | <ul style="list-style-type: none">Qualified Teacher Status (QTS)Degree or equivalent professional qualification | <ul style="list-style-type: none">Additional SEND-related qualification, training or SEND-focused pathway (e.g. SENCO qualification, autism-specific study, behaviour support, undergraduate or postgraduate SEND pathway, or ECT SEND specialism) |
| Experience | <ul style="list-style-type: none">Experience teaching children or young people with SENDExperience of planning and delivering differentiated lessonsExperience of assessing, monitoring and recording pupil progressExperience of managing behaviour positively and effectivelyExperience working with teaching assistants or support staff | <ul style="list-style-type: none">Experience working in a special school or specialist provisionExperience supporting pupils with complex needs (e.g. ASD, SEMH, communication difficulties)Experience leading a subject or curriculum areaExperience supervising or mentoring staffExperience working with external agencies |
| Knowledge & Understanding | <ul style="list-style-type: none">Understanding of SEND and inclusive practiceKnowledge of the National Curriculum and how to adapt it for SEND learnersUnderstanding of safeguarding and child protection | <ul style="list-style-type: none">Knowledge of alternative or personalised curriculaUnderstanding of behaviour support approaches or trauma-informed practice |

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| | <ul style="list-style-type: none"> • Awareness of assessment and reporting requirements | |
| Skills & Abilities | <ul style="list-style-type: none"> • Ability to plan engaging, well-structured and differentiated lessons • Ability to create a safe, supportive learning environment • Strong behaviour management skills • Ability to support pupils' social, emotional and communication development • Effective communication with pupils, staff and families • Ability to work collaboratively as part of a team | <ul style="list-style-type: none"> • Ability to contribute to curriculum development or school improvement • Experience using specialist communication strategies or interventions |
| Personal Qualities | <ul style="list-style-type: none"> • Commitment to inclusion, safeguarding and high expectations • Calm, patient, resilient and flexible approach • Positive role model demonstrating professionalism and respect • Willingness to engage in professional development | <ul style="list-style-type: none"> • Enthusiasm for innovation and best practice in SEND education • Willingness to take on additional responsibilities within the school |