



**Longcause Community  
Special School**

**PERSON SPECIFICATION - TEACHER**

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS)</li> <li>• Degree or equivalent professional qualification</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience teaching children or young people with SEND</li> <li>• Experience of planning and delivering differentiated lessons</li> <li>• Experience of assessing, monitoring and recording pupil progress</li> <li>• Experience of managing behaviour positively and effectively</li> <li>• Experience working with teaching assistants or support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Experience working in a special school or specialist provision</li> <li>• Experience supporting pupils with complex needs (e.g. ASD, SEMH, communication difficulties)</li> <li>• Experience leading a subject or curriculum area</li> <li>• Experience supervising or mentoring staff</li> <li>• Experience working with external agencies</li> </ul>
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• Understanding of SEND and inclusive practice</li> <li>• Knowledge of the National Curriculum and how to adapt it for SEND learners</li> <li>• Understanding of safeguarding and child protection</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of alternative or personalised curricula</li> <li>• Understanding of behaviour support approaches or trauma-informed practice</li> </ul>

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