



Classteacher - Primary

Person Specification



PERSON SPECIFICATION

Essential (E)

Desirable (D)

Identified by: Interview (I)
Application (A)
Reference (R)

Qualifications	Qualified Teacher Status	E	A
	Recent relevant professional development	E	A/I
	Additional Qualifications (Autism)	D	A
Experience	A track record of successful teaching experience within a special school, specialist setting or mainstream school	E	A/R/I
	Successful experience teaching the National Curriculum for Primary.	E	A/R/I
	Experience of working with vulnerable children, including those with SEN, including autism within a mainstream or specialist setting.	E	A/I
	Ability to plan, implement and evaluate effective learning plans for individual pupils within classroom practice	E	A/R/I
	Experience of use a range of IT equipment and technologies to support learning	E	A/I
	Experience of supporting curriculum development, planning and delivering a highly personalised curriculum.	E	A/I
	Experience of working with children with Autism.	D	A/I
	Experience of working with a variety of approaches for children who have autism.	D	A/I
	Experience of working with a range of associated professionals and external agencies.	D	A/I
	Experience of leading a curriculum subject area	D	A/R/I
Knowledge & Skills	Able to teach the National Curriculum across the primary phases	E	A/I
	An understanding of child protection and safeguarding issues and legislation and of the relevant policies and procedures – including health and safety, disability and equalities, confidentiality and data protection	E	A/I
	Working knowledge of National Curriculum and external assessments and their application to learners with SEN/autism.	E	A/I
	Good working knowledge and understanding of current educational legislation, policy and guidance relating to Special educational needs, Code of Practice etc.	E	A/I



	Understanding of the principles of child development and learning processes and in particular the barriers to learning linked to autism		
	Knowledge and understanding of measures to assess pupil progress including baseline assessment, individual education plans etc	E	A/I
	Knowledge and understanding of how ICT may support children's learning.	E	A/I
	Interpersonal and communication skills to enable successful team working and building across the school.	E	R/I
	An understanding and commitment to inclusive practices for learners with autism.	E	A/I
	An understanding of the voluntary, independent and other sectors.	D	A/I
	A commitment and understanding of working with families to support learning of children with autism.	E	A/I
Abilities	To work constructively as part of a team understanding classroom roles and responsibilities and own role and responsibility within this.	E	A/I/R
	Evidence of ability to gain and maintain the confidence and respect of colleagues, parents, trustees, governors etc.	E	R/I
	To be able to problem solve and work solutions.	E	I/A
	To communicate with a range of audiences.	E	I/A/R
	To work under pressure, plan, prioritise and meet deadlines; assess needs including data analysis – use this to inform teaching and interventions from support staff	E	I/A/R
	To be a reflective practitioner understanding personal strengths and area of development.	E	I
Equal Opportunities	A proven commitment to the principles and practice of equality of access and opportunity for all children and adults irrespective of ability, race, gender, gender orientation, disability or class and to the removal of barriers to achieving equal access and to maximising potential.	E	A/I