



OAK TREE SCHOOL

PERSON SPECIFICATION

SEN Primary Teacher

Qualifications, training and education

- Evidence of successful teaching and classroom practice, including monitoring and assessing pupil progress at Key Stage 1 and Key Stage 2.
- Good knowledge and understanding of the Early Years Curriculum and the National Curriculum for Key Stage 1 and Key Stage 2.
- Experience of working with children with Autism Spectrum Disorder (ASD) and associated complex difficulties.
- Experience of supporting colleagues through coaching or mentoring.
- Experience of multi-agency working.

Skills and abilities

Teaching and learning

- Knowledge and understanding of how children with ASD and associated complex difficulties learn and the strategies required to enable access to the curriculum to support access to learning.
- Understanding of quality teaching and learning and the strategies required to improve teaching, learning and pupil achievement to support pupil outcomes.
- Understanding of inclusive practice and its contribution to supporting learning to support inclusion.
- Knowledge and understanding of factors that may impede learning in relation to pupils' special educational needs and behaviour.
- Knowledge of current issues and policy relating to the Special Educational Needs and Disabilities Code of Practice and social inclusion.
- Knowledge of the range of difficulties experienced by pupils who have experienced trauma.
- Understanding of quality of provision and assessment to support learning.

Behaviour management

- Knowledge and understanding of effective behaviour management techniques, strategies and interventions.



PERSON SPECIFICATION

- Ability to apply effective classroom management approaches that support learning, engagement and positive behaviour to support engagement and wellbeing.
- Capacity to identify and advise on appropriate classroom management strategies relevant to individual pupil needs.
- Commitment to positive approaches when supporting challenging behaviours and attitudes.

Communication

- High level of communication and interpersonal skills.
- Ability to work effectively and constructively with a multidisciplinary team and implement agreed strategies to support consistency of provision.
- Ability to share effective strategies and approaches with colleagues to support practice development.
- Ability to maintain professional relationships and a collaborative approach while avoiding unnecessary confrontation and maintaining organisational awareness.

Pastoral and inclusion

- Commitment to social inclusion and enhancing the life chances of pupils to support positive outcomes.
- Understanding of equality, diversity, inclusion and confidentiality as they relate to the role.

Personal qualities

- Ability to contribute positively to, and benefit from, collaborative team working.
- Willingness to explore new ideas and working practices.
- Capacity to work under pressure in a changing environment.
- Emotional resilience when working with challenging behaviours and the ability to manage personal wellbeing effectively.
- Solution-focused approach to professional practice.
- Willingness to work across sites within the school.

Line Management

- Demonstrate empathetic leadership of your team
- Confident in holding difficult, sensitive or challenging conversations with team members.



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- Approachable and flexible, with good listening skills to support managing and co-ordinating a team

Requirements specific to the role

- All staff and volunteers are expected to be committed to safeguarding, equality and promoting the welfare of children and young people.
- To ensure awareness of local safeguarding policies and procedures and to report any concerns or information received as required.
- Suitability to work with children.
- Commitment to maintaining the highest standards of safeguarding, child welfare, health and safety, and professional conduct.
- Enhanced DBS clearance required.