



SEND Specialist Teacher

CRITERIA	ESSENTIAL	DESIREABLE
Knowledge, Skills and Experience	<ul style="list-style-type: none"> • Strong understanding of SEND and barriers to learning • Experience supporting pupils with a range of SEND needs • An awareness of safeguarding practices and policies 	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Knowledge of the SEND Code of Practice • Awareness of the OFSTED Framework in relation to Inclusion • Experience of contributing to SEND reviews, EHCPs, and referrals • Experience of coaching or modelling inclusive practice • Additional SEND-related training or qualifications. • Strong knowledge of KCSIE 2025 • Experience of training and supporting others
Attitude and Values	<ul style="list-style-type: none"> • To be committed to safeguarding and promoting the welfare of children • A passion for inclusion • Experience of teaching or leading intervention groups • A desire for personal growth • Ability to build positive trusting relationships with staff, parents and pupils • A desire to promote and encourage equal opportunities in education • To work well as part of a team • To align own values with the school values • A willingness to be flexible and meet the needs of the school. • A commitment to confidentiality 	<ul style="list-style-type: none"> • A commitment to personal development and an interest in gaining an accredited SEND qualification • Experience of teaching in a lower school environment • Experience of assessing pupils using a range of tools • To show an understanding of the importance of working towards shared goals • A strong attendance record
Organisation Skills	<ul style="list-style-type: none"> • Strong communication, organisation, and collaboration skills. • Ability to work effectively under pressure. • Ability to prioritise and plan to ensure completion of tasks. • To be a reflective and ambitious practitioner • The ability to prioritise and plan 	<ul style="list-style-type: none"> • Ability to use initiative and work independently • The ability to take responsibility for personal CPD needs • To be able to evaluate own performance and consider ways to improve