

**Person Specification
Specialist Teacher
Communication and Interaction**

Part A

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

Essential

- Qualified teacher with at least 2 years post qualifying experience
- Knowledge / experience of a range of specialist approaches related to communication and interaction needs, for example, TEACCH, ABA, SCERTS, ELKLAN, Talkboost
- Knowledge of, and commitment to, safeguarding
- Thorough knowledge of child development and assessment and tracking methods.
- Knowledge of current legislation with regards to SEND and implications for best practice
- Experience of working with children and young people in schools and settings
- Experience of assessing, teaching and meeting the needs of children with a range of communication and interaction needs including autism / speech, language and communication needs
- Experience of working actively and communicating effectively with parents / carers
- Experience of gathering and using child and young person voice in practice
- Experience of multi- disciplinary work
- Ability to write in a clear, practical and informative way
- Ability to work independently and collaboratively
- Ability to develop good working relationships with children and young people, families and professionals
- A positive attitude to disability issues / equal opportunities
- Openness to different working styles and approaches
- Self- motivated, organised and resilient

Desirable

- An additional qualification in autism / willingness to undertake one
- Knowledge of early identification and assessment across the age ranges
- Post graduate training in SEND / autism / speech and language
- Experience of delivering training courses to a range of staff in schools/setting and parents/carers

Part B

The following criteria will be further explored at the interview stage:

- Knowledge of a range of teaching methods / strategies to support children with Communication and Interaction needs
- Ability to work independently and collaboratively
- Ability to develop good working relationships with children and young people, families and professionals
- A positive attitude to disability issues / equal opportunities
- Openness to different working styles and approaches
- Self- motivated, organised and resilient
- Evidence of continuing CPD and ability to undertake training

Additional Requirements

Satisfactory DBS check

Valid Professional Teaching Registration

Flexibility to work in a range of settings across the City
Current driving licence.