



Person Specification

Factor	Essential	Desirable	Assessment means
Skills knowledge aptitudes	<ul style="list-style-type: none"> • Knowledge and understanding of the development of language and communication skills. • Knowledge and understanding of the curriculum. • An understanding of difficulties presented as a result of language and communication needs including autism spectrum disorder. • Ability to undertake demonstration of effective classroom strategies. • Knowledge of SEN issues, including the statutory assessment process. • Effective oral and written communication skills. • Ability to work on own initiative. • Ability to embrace new skills. • Ability to liaise with range of agencies, schools and parents. • Ability to plan and implement programmes of work in relation to SLCN. 	<ul style="list-style-type: none"> • Experience of working with children and young people with SLCNs. • Experience of delivering in-service training. • Aptitude in the use of ICT skills. • Knowledge of resources appropriate for supporting pupils with SLCN. • An understanding of the implications of a range of SLCNs on teaching and learning. • Knowledge and understanding of effective strategies for supporting pupils with a range of SLCN. 	<ul style="list-style-type: none"> • Interview • Reference • Supporting letter of application
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status. • Relevant additional qualification in speech, language or communication needs – or a willingness to gain such qualification. 	<ul style="list-style-type: none"> • Recent and relevant further professional development in the area of SEN. 	<ul style="list-style-type: none"> • Application form • Interview • Supporting letter of application
Experience	<ul style="list-style-type: none"> • Teaching pupils with a range of additional educational needs. • Target setting. • Differentiating or modifying the curriculum. • Preparing and adapting resources. • Planning and delivering appropriate programmes of work. 	<ul style="list-style-type: none"> • Teaching and assessing children and young people with speech, language and communication needs, including ASD. • Liaising with a range of agencies. • Planning and adapting classroom management and organisation in order to support pupils with 	<ul style="list-style-type: none"> • Application form • Supporting letter of application • Interview • Reference

	<ul style="list-style-type: none"> Monitoring pupil progress. Using essential technology. Working successfully and co-operatively as a member of a multi-disciplinary team. Working in partnership with parents. 	<ul style="list-style-type: none"> communication disorders. Preparation and delivery of in-service training Managing behaviour associated with communication disorders. 	
Disposition	<ul style="list-style-type: none"> Ability to work as a member of a team. Ability to foster professional working relationships with mainstream colleagues. Ability to work with parents/carers. Ability to work to deadlines and manage workload independently and effectively. Friendly and co-operative. Adaptable, flexible and creative in a range of working contexts. Approachable and sensitive to the needs of staff, pupils and parents. Good negotiator/facilitator and advocate for pupils and parents. Resilient in stressful situations. 		<ul style="list-style-type: none"> Interview References
Special requirements	<ul style="list-style-type: none"> Committed to supporting effective inclusion. 		