

PERSON SPECIFICATION – TEACHER (Autism)

Method of Candidate Assessment: A = Application
I = Interview
R = Reference

Essential	Desirable	Assessment
Skills, knowledge and aptitudes		
Excellent classroom practitioner	Understands the framework for inspection of schools	A/I/R
Excellent understanding of core subjects and how they can be taught to pupils with learning difficulties	Can teach other subjects or general subjects appropriate to the curriculum for pupils with learning difficulties	A/I/R
Knowledge and understanding of pupils with a wide range of moderate and complex educational needs		A/I/R
Clear understanding of subject leader role (if not an NQT)		A/I/R
Clear vision of how the subject leader role can be used to ensure pupil progression and effective delivery of the subject throughout the school		A/I/R
Sound understanding of assessment, recording and reporting processes		A/I/R
Very good verbal and written communication skills		A/I/R
Can relate well to all groups listed in Job Description		A/I
Qualifications and training		
DfE recognised teaching qualification and QTS	Further professional development in autism-specific teaching strategies and interventions	DfE check A/I/R
Experience		
Has made significant contribution to teaching in their present school/or been recognised as a very good teacher in training	Has experience of teaching other or general subjects to pupils with learning difficulties	A/I/R
	Has considerable experience of teaching pupils with learning difficulties Has taught pupils with severe learning difficulties	A/I/R
	Has taught pupils with autism	A/I/R

Personal qualities		
Exceptional role model with the highest standards of integrity	Sense of humour	I/R
Ability to make difficult decisions based on putting the pupils first	Calm, confident and professional manner	I/R
Embraces change and overcomes resistance to change in others		I/R
Willingness to ask for advice and support where necessary		I/R
Essential	Desirable	Assessment
High expectations of pupil achievement		I/R
Ability to form and maintain appropriate relationships and personal boundaries with children and young people		I/R
Can work under pressure and meet deadlines		I/R
Special requirements		
Cleared to work with children	Clean driving licence	I/R DBS Clearance
Willing to take part in out-of-school activities	Newcastle mini-bus test	I/R
Prepared to respond positively to professional development opportunities offered by the school		I/R