|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | http://img.cdn.schooljotter2.com/sampled/6875773/176/176 | **All Souls CE Primary School**  Foley Street, London, W1W 7JJ • Tel: 0207 186 0151 • **www.allsoulsprimary.co.uk**  ***Experiencing life in all its fullness, we grow to be the best that we can be.*** *(Based on Biblical Reference John 10:10)* | |
| **Class Teacher for Autism Resource Provision (“The Village”)**  **For September 2022** |

**Person Specification**

The information below gives the person specifications which will be required of applicants for this post. It is important for candidates to complete their applications using the selection criteria headings.

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Professional qualifications, training and experience** | * Qualified teacher with QTS (Qualified Teacher Status) * Minimum of 2 years teaching experience of teaching children with autism or severe learning difficulties in KS2 * Evidence of some continued professional development, particularly in relation to SEN and autism (e.g. SCERTS training) * Experience working with pupils who display challenging behaviour * Experience of effectively deploying teaching assistants * A good understanding of safeguarding children with special educational needs | * Evidence of Further Professional Studies/qualifications related to special education * Experience of teaching children with autism within a mainstream classroom * Teaching experience gained in a special school or resource base with pupils with autism or severe learning difficulties * Experience of working collaboratively with external professionals (such as speech and language therapists and occupational therapists) in curriculum delivery |
| **Teaching and Learning** | * Evidence of an up to date, thorough knowledge of all aspects of the primary curriculum. * Able to use of a wide range of teaching methods used within The Village including TEACCH, visual strategies and sensory approaches * Able to demonstrate knowledge in the use of a wide range of communication approaches such as PECs, Makaton, AAC, Colourful semantics, body signing and intensive interaction * Evidence of an understanding of how children learn, with a particular focus on children with autism * Familiar with a range of assessment tools * Evidence of planning for and delivering suitably differentiated learning activities for children with autism * Understanding of organising all aspects of a learning environment, including the room organisation, adopting low arousal principles * Evidence of problem solving and thinking creatively, particularly with regards to complex behaviours * Willingness to undertake training and other CPD activities in order to further develop the specialist skills needed for the role * Evidence of managing challenging behaviours | * An outstanding teacher * Evidence of assessing pupils with autism and demonstrating children’s progress, including progress in less defined curriculum areas and “soft skills” |
| **Skills and attributes** | * Resilient. Able to meet demands of a challenging high pressured environment and deal with emergencies when required * Has a belief in the potential of all children and a desire to support all children to reach their full potential. * Well-developed interpersonal skills and the ability to establish good relationships with adults and children and work effectively in a team * Able to tackle difficult issues tactfully and sensitively for a positive resolution * Able to work in partnership with parents/ carers in order to achieve the best outcomes for the children * A team player who is approachable, a good listener and who values the views of others. * A good communicator who is able to effectively manage a team, utilising and developing individual strengths * Flexible and optimistic, with a good sense of perspective and humour. * Able to be reflective of own practice. * Able to keep calm under pressure |  |
| **School specific needs** | * Supportive of and able to contribute to the distinctive aims and ethos of a Church of England School * Willingness and commitment to support school events |  |