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| 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.

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|  | **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
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| **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”
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| **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
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| **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
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