SEND Teacher – Person Specification

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| Criteria | Essential | Desirable |
| Qualifications | Qualified Teacher Status (QTS) | Additional training in SEND or inclusion |
| Experience | Experience teaching in KS1 or EYFSExperience working with children with SEND, including those with EHCPs | Experience teaching in a specialist provision or resource baseExperience supporting pupils with EAL |
| Knowledge and Understanding | Strong understanding of the EYFS and KS1 curriculumGood knowledge of early childhood developmentUnderstanding of inclusive teaching strategies for pupils with complex needsAwareness of strategies to support children with SEMH, communication or interaction difficultiesUnderstanding of strategies to support communication and language development in young children | Understanding of therapeutic approaches or interventions (e.g., Attention Autism, sensory circuits, Zones of Regulation)Knowledge of specific conditions such as autism, speech and language needs, or developmental delay |
| Teaching and Learning | Ability to adapt teaching to meet individual needs and EHCP targetsAbility to create a nurturing, inclusive and engaging classroom environmentUnderstanding of how to track and assess progress for children working below age-related expectations | Experience using visual support systems (e.g., PECs, visual timetables)Use of multi-sensory learning approaches |
| Interpersonal Skills | Strong team playerPositive, flexible and reflective approachExcellent communication skills with children, families and colleaguesEmpathetic and patient manner | Experience working closely with families and external professionalsContribution to team development or whole school initiatives |
| Professional Commitment | Commitment to safeguarding and promoting the welfare of childrenWillingness to engage in ongoing CPDCommitment to inclusive education and equal opportunities | Interest in career development within SEN or inclusion leadership |