



PERSON SPECIFICATION: SEND / Resource Provision Teacher

Qualifications & Training

Essential:

- Qualified Teacher Status (QTS)
- Evidence of relevant professional development in **SEND / inclusive practice**

Desirable:

- Additional SEND qualifications (e.g. NASENCo award or equivalent)
 - Training in specific areas such as **Autism, SEMH, Speech & Language, or Trauma-Informed Practice**
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Experience

Essential:

- Experience of teaching in a primary setting
- Experience of adapting teaching to meet a **range of needs within the classroom**
- Experience of working with pupils with **Special Educational Needs and/or Disabilities**

Desirable:

- Experience working within a **specialist provision, resource base, or SEND setting**
 - Experience of working with pupils with **EHCPs**
 - Experience of liaising with **external professionals** (e.g. Educational Psychologists, Speech & Language Therapists)
 - Experience supporting pupils with **communication and interaction needs, cognition and learning needs, and/or SEMH**
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Knowledge & Understanding

Essential:

- Secure understanding of **adaptive teaching and inclusive practice**
- Knowledge of a range of **barriers to learning** and how to overcome them
- Understanding of how children with SEND learn and develop
- Awareness of statutory requirements relating to **SEND, including EHCPs**

Desirable:

- Knowledge of specific SEND strategies (e.g. **TEACCH, PECS, Zones of Regulation, Precision Teaching**)
 - Understanding of **sensory needs and regulation strategies**
 - Familiarity with **graduated approach (Assess–Plan–Do–Review)**
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Skills & Abilities

Essential:

- Ability to plan and deliver **highly differentiated and personalised learning**
- Ability to create a **structured, supportive and engaging learning environment**
- Strong behaviour management skills, including use of **positive behaviour support strategies**
- Ability to work collaboratively as part of a team, including with support staff
- Effective communication skills with pupils, staff and parents/carers
- Ability to use assessment effectively to inform teaching and monitor progress

Desirable:

- Ability to lead or contribute to the development of a **specialist provision**
 - Skilled in deploying and directing **teaching assistants within a SEND setting**
 - Ability to support pupils' **communication, emotional regulation and independence**
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Personal Qualities

Essential:

- Passion for working with children with SEND and commitment to **inclusive education**
- High expectations for all pupils, regardless of need
- Patient, empathetic and nurturing approach
- Resilient, reflective and solution-focused
- Commitment to ongoing professional development
- Positive, flexible and proactive attitude

Desirable:

- Enthusiasm for contributing to a **developing SEND provision**
 - Willingness to engage in additional training and specialist development
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Safeguarding & Professional Conduct

Essential:

- Commitment to safeguarding and promoting the welfare of children
- Ability to build appropriate professional relationships and maintain boundaries
- Commitment to equality, diversity and inclusion
- Willingness to uphold the ethos and values of the school