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| **Class Teacher for Autism Resource Provision (“The Village”)**  **For September 2021** |

**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. Please note that the role is for a resourced provision within a mainstream school and it is therefore different to a special school environment.

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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 ASD or severe learning difficulties in both KS1 and KS2 * Evidence of some continued professional development, particularly in relation to SEN and ASD (e.g. SCERTS training) * Experience working with pupils who display challenging behaviour * Some 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 * Teaching experience gained in a special school or resource base with pupils with ASD 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 ASD * Familiar with a range of assessment tools * Evidence of planning for and delivering suitably differentiated learning activities for children with ASD * 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 | * An outstanding teacher * Evidence of assessing pupils with ASD and demonstrating children’s progress, including progress in less defined curriculum areas and “soft skills” * Evidence of managing challenging behaviours |
| **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. * 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 |  |