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| **Lead Teacher for Autistic 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 to lead 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) * Evidence of continued professional development, particularly in relation to SEN and ASD (e.g. SCERTS training) * A minimum of three years teaching experience within the primary phase with at least one of those years being within a specialised ASD setting, either a special school or a mainstream resource base. * A good understanding of safeguarding policies, in particular with regards to safeguarding children with special educational needs * Evidence of working in partnership with school leadership and/ or local authority officers to enhance specialist provision * Experience of working collaboratively with external professionals (such as * speech and language therapists and occupational therapists) in curriculum delivery | * Experience of teaching children with ASD in both KS1 and KS2 within a mainstream setting. * Has worked in more than one school. |
| **Teaching and Learning** | * Evidence of an up to date, thorough knowledge of all aspects of the primary curriculum and strategies of how these can be modified for children with ASD * Evidence of an understanding of how children learn with a particular focus on children with ASD * Passionate about and committed to developing a rich, exciting and imaginative curriculum, which offers stimulating and challenging experiences for all children and aims to develop a lifelong love of learning * Committed to creating integration and reverse integration opportunities for children with their link, mainstream classes to give all children the chance to learn from each other. * Evidence of planning for and delivering suitably differentiated learning activities for children with ASD * Evidence of assessing pupils with ASD and demonstrating children’s progress, including progress in less defined curriculum areas and “soft skills” * Evidence of organising all aspects of a learning environment, including the room organisation, adopting low arousal principles * Evidence of managing challenging behaviours * Evidence of problem solving and thinking creatively, particularly with regards to complex behaviours | * An outstanding teacher |
| **Leadership and Management** | * Evidence of leading and effectively deploying staff within a small team * Evidence of leading a curriculum area including curriculum development, supporting staff, managing change, policy development and resourcing * Experience of being an effective leader * Experience of modelling high quality practice to other members of staff. * Ability to inspire, motivate and support staff and pupils; leading by example * The ability to communicate clearly, both orally and in writing with the staff, pupils, governors, parents and the community that the school serves. * Ability to organise and adjust rotas and timetables, at times at short notice and communicate changes effectively. * Ability to take difficult decisions and convey outcomes clearly and sensitively * Be able to work in partnership with the Senior Team, in particular the SENDCO and Head Teacher | * Experience of responding to consultations either independently or in collaboration with a SENDCO * Competent and effective in monitoring evaluating and improving a team of support staff through effective observation and feedback * Experience of delivering training and providing support to other members of staff, particularly in relation to SEN and ASD |
| **Strategic direction and development** | * Ability to think creatively and strategically, to identify and determine priorities for school improvement * Evidence of implementing new initiative across a school or within a resource base * Experience and knowledge of promoting equal opportunities within school and celebrating a diverse (including neuro diverse) community | * Evidence of articulating and developing a vision for inclusive SEN practice. * Previous experience of leading a resource base within a mainstream school. * Evidence of participation in strategic school planning. |
| **Skills and attributes** | * Has a presence which inspires confidence and has a clear vision for primary and special needs education * 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 * Is approachable, a good listener, who values the views of others and who is able to offer effective pastoral care * Flexible, resistant and optimistic, with a good sense of perspective and humour. * Able to be reflective of own practice. * Able to keep calm under pressure * Resilient and solutions focussed |  |
| **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 |  |