



# Person Specification

## SEND Teacher

Essential Criteria	Desirable Criteria
Holds Qualified Teacher Status (QTS)	Additional SEND qualifications (e.g. SpLD, autism, therapeutic approaches)
Significant experience working in both mainstream and specialist settings	Experience contributing to EHCP applications and annual reviews
Proven ability to deliver targeted interventions (e.g. phonics, play-based therapy)	Experience using SEND assessment tools and progress tracking methods
Able to model high-quality, inclusive classroom practice for colleagues	Familiarity with the TASC/TCAS pathway and local authority EHCP processes
Strong understanding of how to adapt physical and learning environments for SEND	Knowledge of sensory regulation strategies and related provision
Confident in working with teachers, support staff, parents and external agencies	Ability to design and lead SEND-focused CPD sessions
Excellent interpersonal skills and professional integrity	Flexibility to support colleagues outside of contracted hours on occasion
Committed to safeguarding and inclusive education	Strong knowledge of Equality Act and reasonable adjustments
Able to contribute effectively to inclusion meetings and discussions around pupil support and referrals	Knowledge and application of the EEF's 5-a-day principles and SEND Code of Practice