SEN Specialist Teacher

GREY COURT
SCHOOL
An outstanding experience

Person Specification

Qualifications & Training

A. Highly Desirable: Qualified Teacher Status (QTS), Primary or Secondary, or equivalent certified teaching credential, or Higher Level Teaching Assistant qualification and/ or relevant understanding and experience of supporting a student with Autistic communication differences, Augmentative and Alternative Communication (ACC) and understanding echolalia and how to support language development.

B. Desirable: Specialised training in speech, language and communication needs (SLCN), for example Elklan, Augmentative and Alternative Communication (AAC), echolalia or PECS, or relevant training/certification in autism/neurodiversity support.

Experience & Knowledge

A. Proven experience designing, planning and teaching bespoke curricula or highly individualised learning pathways for individual students with SEN.
B. Experience supporting students with significant social and communication needs and diagnosed language disorders.
C. Demonstrated experience working dynamically within a mainstream classroom environment, adapting varied subject content in the moment.
D. Deep understanding of how language disorders can affect a student's ability to process verbal instructions, decode text and express thoughts, together with practical strategies to overcome these barriers.
E. Experience working collaboratively with teachers, SENCOs, parents/carers and/or external professionals to support a consistent approach around a student.

Key Skills & Attributes

F. Curriculum Creativity – able to create an engaging, progressive curriculum that addresses academic gaps alongside speech, language and communication needs.
G. Real-Time Adaptability – able to translate a fast-moving mainstream lesson into accessible language, tasks and resources instantly.
H. Communication – able to communicate clearly, sensitively and effectively with parents/carers, teachers, the SENCO, external specialists and other colleagues, both verbally and in writing.

I. Collaboration – able to build positive professional relationships and contribute as an effective member of a wider team.
J. Discretion and Sensitivity – able to support a student 1:1 while maintaining dignity, inclusion and positive relationships with peers.
K. Student-Centred Approach – committed to promoting the student's wellbeing, progress, confidence and increasing independence.
L. Observation and Assessment – able to notice changes in learning, communication, engagement and regulation and use this information to inform teaching.
M. Organisation – able to plan effectively, maintain accurate records and manage bespoke resources and assessment information.

Personal Qualities

N. Patient, calm and emotionally attuned.
O. Flexible and solution-focused.
P. Warm, approachable and professional.
Q. Reliable and well organised.
R. Committed to inclusive practice and high expectations for students with SEN.