

**PERSON SPECIFICATION:**  
**Lead Teaching and Learning Practitioner**

	<b>Essential</b>	<b>Desirable</b>
<b>Education &amp; Qualifications</b>	<ul style="list-style-type: none"> <li>• Educated to A Level or equivalent. Recognised child care qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Psychology Degree (honours)</li> </ul>
<b>Specific knowledge, experience and technical skills</b>	<ul style="list-style-type: none"> <li>• Experience of Behaviour Analysis – and have passes in all appropriate competencies above 90%</li> <li>• Good standard of literacy and numeracy skills</li> <li>• Willingness to learn new methods of teaching autistic children</li> <li>• Understanding of and commitment to equality of opportunity within an inner-city, special needs environment</li> <li>• Commitment to undertaking further training and professional development, including but not limited to RBT</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of Psychology</li> <li>• Knowledge of national curriculum</li> <li>• At least 1 years' experience as a Teaching and Learning Practitioner</li> <li>• RBT</li> </ul>
<b>Personal attributes</b>	<ul style="list-style-type: none"> <li>• Ability to work in a pressured environment and adaptable to working in any class.</li> <li>• Flexibility and personal skills to adapt to different pupils and their needs</li> <li>• Reflective practitioner</li> <li>• Ability to work as a member of a team, to lead, guide and coach team members</li> <li>• Professional attitude – including professional dress code</li> <li>• Good communication and interpersonal skills- ability to communicate effectively with children, parents and staff</li> <li>• The ability to establish a rapport with people (including children, parents, staff and managers)</li> </ul>	<ul style="list-style-type: none"> <li>• Work-based experience in a high-pressure service-based setting</li> <li>• Long-term ambition for internal progression</li> <li>• Passion for Behaviour Analysis</li> </ul>

	<ul style="list-style-type: none"><li>• The ability to demonstrate tact and diplomacy</li><li>• Understanding of and commitment to the school's Safeguarding and Child Protection Policy</li><li>• Physically and emotionally resilient in order to work with autistic children and young adults who may present with challenging behaviours</li><li>• Passionate and committed to the skill development of the pupils within the school and a determination to ensure every child is reaching their full potential</li><li>• Patient, a calm demeanour and an empathetic nature</li><li>• Ability to follow directions and implement training received in a timely manner</li><li>• A positive attitude towards the science of Behaviour Analysis and its use within the school</li></ul>	
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