

## Person Specification: Teaching and Learning Practitioner

	Essential	Desirable
Education & Qualifications	<ul style="list-style-type: none"> <li>Educated to A Level or recognised child care qualification</li> </ul>	<ul style="list-style-type: none"> <li>Psychology Degree (honours)</li> </ul>
Specific knowledge, experience and technical skills	<ul style="list-style-type: none"> <li>Interest in working with children with special needs including autism</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</li> <li>Demonstrable interest in education</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with children, and/or adults with Special Needs</li> <li>Experience of working with autistic children</li> <li>Knowledge of Psychology</li> <li>Experience of Behaviour Analysis</li> <li>Knowledge of national curriculum</li> <li>Experience of working in a school</li> </ul>
Personal attributes	<ul style="list-style-type: none"> <li>Ability to work in a pressured environment</li> <li>Ability to work as a member of a team</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> <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</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>

	challenging behaviours	
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	<ul style="list-style-type: none"><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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