

Person Specification – Band 1

Essential	Desirable
Working towards BCBA or UK equivalent	Teacher qualification – e.g. PGCE QTS
Masters in behaviour analysis or positive behaviour support	SEND qualification – e.g. Masters in Autism; Special Education; NASENCo
At least 3-5 years' experience of working with autistic learners in both specialist and mainstream settings.	
Ability to work independently.	Experience of working within outreach services.
Excellent communication and inter-personal skills.	Experience of delivering training to a range of audiences, including professionals and families.
Ability to work to deadlines and prioritise workload.	Experience of working directly with local authorities or multi-academy trusts.
Understand the possible agencies involved in supporting a vulnerable learner their family.	Experience of working within an inner city environment.
Proficient in safeguarding legislation and guidance, and its relations to vulnerable and autistic learners.	
Proficient IT skills.	
Willingness to travel, as well as work from home.	

Person Specification – Band 2

Essential	Desirable
BCBA, BCaBA (willing to consider applications from people working towards accreditation).	Teacher qualification – e.g. PGCE QTS
Masters in behaviour analysis or positive behaviour support	SEND qualification – e.g. Masters in Autism; Special Education; NASENCo
At least 5 years' experience of working with autistic learners in both specialist and mainstream settings.	Have completed Supervision Training in order to supervise other behaviour analysts.
Ability to work independently.	Experience of working within outreach services.
Excellent communication and inter-personal skills.	Experience of delivering training to a range of audiences, including professionals and families.
Ability to work to deadlines and prioritise workload.	Experience of working directly with local authorities or multi-academy trusts.
Understand the possible agencies involved in supporting a vulnerable learner their family.	Experience of working within an inner city environment.
Proficient in safeguarding legislation and guidance, and its relations to vulnerable and autistic learners.	
Proficient IT skills.	
Willingness to travel, as well as work from home.	