

Person Specification

SRP Teacher



The Stour Academy Trust

Person Specification for SRP Teacher

Qualifications:

- Qualified Teacher Status (QTS) or equivalent recognised teaching qualification.
- Degree in relevant subject area or education.
- Evidence of ongoing professional development and commitment to continuous learning, particularly in SEND.

Experience:

- Substantial and recent classroom teaching experience in primary phases with pupils who have SEND (including experience of pupils with EHCPs).
- Proven experience delivering targeted small-group and 1:1 provision that led to measurable pupil progress.
- Experience planning and preparing personalised provision (targets, personalised learning plans, intervention records) and contributing to EHCP reviews.

Skills and Competencies:

- Deep working knowledge of statutory SEND duties and processes (EHCPs, SEN Code of Practice expectations).
- Secure understanding of evidence-based approaches relevant to SRP specialism (e.g., ASD structured teaching, SLCN approaches, SEMH strategies, systematic synthetic phonics).
- Solid awareness of behaviour risk assessment, positive behaviour support, and safeguarding responsibilities (KCSIE).
- Working knowledge of mainstream curriculum expectations and how to adapt or scaffold them so pupils can access core learning and integration opportunities.
- Ability to design and deliver high-quality, differentiated lessons and interventions that produce measurable gains against EHCP outcomes.
- Skilled at using formative and summative assessment to set targets and adapt teaching rapidly.
- Experience of planning and evidencing successful transition arrangements.
- Proven ability to lead, direct and develop teaching assistants and other support staff effectively to maximise pupil progress.
- Experience of multi-agency working and contributing to/leading multi-disciplinary planning meetings.
- Ability to work collaboratively with mainstream teachers to plan integration and share best practice.
- Excellent written and oral communication skills with pupils, parents/carers and professionals; ability to produce clear, evidence-based reports for EHCP reviews and governors/Trust.
- Experience building positive, solution-focused relationships with families, including managing difficult conversations with sensitivity and clarity.
- Demonstrable competence in managing complex behaviour and implementing personalised behaviour support plans; calm, restorative approach.
- Experience implementing communication support (e.g., visual timetables, PECs, Makaton) where appropriate to cohort needs.



Personal Qualities:

- High professional integrity, resilience and commitment to the Trust's vision for inclusive, ambitious and innovative education.
- Reflective practitioner who acts on feedback and uses evidence to improve practice.
- Organised, reliable and able to manage competing priorities, paperwork and statutory deadlines.
- Commitment to maintaining confidentiality and upholding safeguarding duties at all times.

Safeguarding:

- A thorough understanding of safeguarding practises and commitment to promoting pupil safety and wellbeing.

