



## **Person Specification — Specialist Teacher: English (and Second Subject)**

### **Qualifications and Training**

- Qualified Teacher Status (QTS or QTLS) — Essential.
- Degree in English or a closely related discipline — Essential.
- Additional subject specialism (state clearly in application) — Essential.
- Evidence of ongoing CPD in neuro-affirming, trauma-responsive or inclusive pedagogies — Essential.
- Examiner/moderator experience with major UK boards (AQA, Edexcel, OCR) — Desirable.

### **Experience**

- Successful classroom teaching of English at KS3–KS4 with strong outcomes for diverse learners — Essential.
- Experience adapting curriculum and assessment for autistic and neurodivergent pupils; use of assistive tech and multimodal literacy — Essential.
- Proven ability to teach a second subject to at least KS3 standard — Essential.
- Track record of relationship-centred practice: building trust, improving attendance/engagement, and reducing barriers — Essential.
- Working as part of a multi-disciplinary team (therapeutic staff, mentors, external agencies) and with families — Essential.
- Designing and delivering alternative pathways (Step-Up, Entry Level, Functional Skills, or bespoke accreditation) — Desirable.
- Contribution to whole-school initiatives such as curriculum innovation, enrichment, or learner-voice projects — Desirable.

### **Knowledge**

- Secure knowledge of the English curriculum (language and literature), assessment for learning, and adaptive teaching — Essential.
- Neuro-affirming principles and trauma-responsive approaches; understanding sensory processing, co-regulation, and low-arousal practice — Desirable.



- Familiarity with the Autism as a Superpower ethos and Dynamic Development Plan style frameworks (or equivalent person-centred planning) — Essential.
- Safeguarding, KCSIE, GDPR and safe-working practices in UK schools — Essential.
- Understanding of progress measures beyond grades (wellbeing, agency, self-advocacy) — Desirable.

### **Skills and Abilities**

- Instructional design: plan clear, engaging sequences with predictable structures and accessible resources — Essential.
- Adaptive communication: model language, visuals, and AAC where appropriate; excellent written reporting — Essential.
- Relational practice: attuned listening, unconditional positive regard, and restorative responses — Essential.
- Assessment literacy: set meaningful goals, collect proportional evidence, analyse impact ethically — Essential.
- De-escalation and co-regulation in a Safe Base environment; calm decision-making under pressure — Essential.
- Collaboration: work productively with therapists, support staff, and leaders; co-produce plans with students and families — Essential.
- Digital confidence with classroom platforms and assistive technologies for reading/writing support — Essential.
- Project ownership: organise enrichment, trips, or showcases that elevate learner voice — Desirable.

### **Personal Attributes**

- Child-centred and strengths-based mindset; assumes competence and celebrates difference — Essential.
- Reflective and research-informed, open to supervision and coaching; acts on feedback — Essential.
- Warm, optimistic, and resilient, maintaining professional boundaries and consistency — Essential.
- Equity-driven advocate for inclusion and access; challenges deficit narratives — Essential.



- Creative, curious, and willing to prototype and iterate new ideas — Desirable.

### **Safeguarding and Compliance**

- Commitment to safeguarding and promoting the welfare of children and young people — Essential.
- Willingness to undergo Enhanced DBS checks and provide right-to-work evidence — Essential.
- Strong attendance, punctuality, and professional conduct record — Essential.

### **Additional Role-Specific Requirements**

- Ability to start as soon as possible and state any notice period — Essential.
- Willingness to run clubs, interventions, or community projects aligned to learner interests — Desirable.
- Capacity to contribute to curriculum review and accreditation mapping across a small, innovative provision — Desirable.

Candidates should use their application to provide clear, evidence-based examples demonstrating how they meet each essential criterion, noting the second teaching subject and any exam board experience.