



Post Number	
Job Title	Resourced Provision Teacher
Prepared by and date	Sarah McFarlane April 2026

Employee Specification Form

Important - Study "Explanatory Notes" printed overleaf before completing form

Essential Personal Attributes	Stage Identified	Desirable Personal Attributes	Stage Identified
<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Evidence of ongoing professional development in SEND • Willingness to undertake further specialist training in SEND as required 	Application	<ul style="list-style-type: none"> • Team Teach or equivalent training in positive behaviour support and de-escalation strategies 	Application
<p>Experience</p> <ul style="list-style-type: none"> • Proven successful experience teaching children with SEND • Experience working collaboratively with support staff (e.g., teaching assistants, therapists) • Experience of working in partnership with families and external agencies • Skilled in planning, delivering, and evaluating personalised learning plans and provision maps 	Application, Interview & Reference	<ul style="list-style-type: none"> • Experience of teaching in resourced or specialist provision • Familiarity with EHCP processes, annual reviews, and effective multi-agency collaboration 	Application, Interview & Reference
<p>Knowledge and skills</p> <ul style="list-style-type: none"> • Commitment to upholding the school's ethos, values, vision, and the Teachers' Standards • Secure knowledge of Autism, Social Communication Needs, and other complex SEND profiles including SEMH • Ability to adapt the curriculum to meet a range of needs • Understanding of inclusive teaching strategies, sensory needs, and curriculum accessibility • Skilled in using assessment to inform planning and monitor progress for pupils with SEND • Excellent communication skills – verbal, written, and interpersonal • Competent ICT skills to support teaching, communication, and tracking pupil progress 	Application, Interview & Reference	<ul style="list-style-type: none"> • Awareness of current research and approaches in SEND best practice (e.g. SCERTS, Zones of Regulation, sensory integration) • Understanding of local and national frameworks for SEND provision and support 	Application, Interview & Reference
<p>Special Requirements.</p> <ul style="list-style-type: none"> • A commitment to maintaining a calm, positive, and engaging learning environment 	Application, Interview & Reference	<ul style="list-style-type: none"> • Willingness to support after-school clubs or enrichment activities that promote inclusion • Willingness to engage in the wider life of the school community • Willingness to undertake first aid qualification 	Application, Interview & Reference

<ul style="list-style-type: none">• Ability to form strong, respectful relationships with pupils, parents, and professionals• Commitment to safeguarding, inclusion, and the wellbeing of all pupils• Good organisational skills and ability to meet deadlines• Flexible, resilient, and reflective with a positive outlook and sense of humour• Ability to work effectively as part of a collaborative and supportive team		<ul style="list-style-type: none">• Commitment to fostering strong, respectful relationships with pupils, families, and colleagues	
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Employee Specification Form

These notes should be studied carefully before completing the form overleaf.

List the personal attributes required to fulfil the duties listed in the job description.

They must be:

- set at a level appropriate to the work to be done and *not* higher than necessary
- stated clearly and specifically
- entirely job related

Essential or Desirable

- Essential

Those requirements without which a candidate would be simply unable to do the job.

Any candidate who does not meet the essential requirements must be rejected.

Examples could be the possession of current driving licence or relevant qualification.

- Desirable

Those requirements which are desirable, but not essential.

A candidate should not be rejected for failing to meet any single desirable requirement.

Examples for certain jobs could be local government experience or knowledge of new technology.

Personal Attributes

- Qualifications

What qualifications, if any, should the postholder possess?

To what level

- Experience

What experience, if any, is relevant?

- Knowledge and Skills

Is there any knowledge (other than that covered by qualifications listed) or skills which are relevant? What should the postholder be able to do?

Do not list attributes which cannot be measured, eg “pleasant personality”, “flexible outlook”. Identify only what the postholder needs to do that requires him/her to be pleasant and flexible. Is it that the person needs to communicate effectively with callers (pleasant) or will need to work flexible hours (flexible).

Try to specify the levels of skills that are required, eg if numeracy is specified as a requirement, you should indicate the levels of skill, ie keeping records of petty cash or able to control and monitor substantial budgets.

- Special Requirements

Are there any conditions of service which differ from the norm and with which the postholder must comply? eg live-in requirements, flexible working hours, weekend working.

Stage Identified

Indicate at which stage in the selection process the personal attribute is to be identified, eg application form, interview, tests, references, etc