

	DESCRIPTION	ESSENTIAL	DESIRABLE	EVIDENCE
QUALIFICATIONS	GCSE Grade C/4 or above in English Language and Mathematics (or equivalent qualification such as Level 2 numeracy and literacy)	X		Application form (proof of qualifications to be provided at interview)
	Level 2 qualification in a relevant educational discipline and/ or recognised qualification in skills-based industry e.g hairdressing, catering, horticulture, administration, hospitality etc.	X		
	Additional training in autism (e.g. Rebound Therapy; TEACCH)		X	
	Recognised accredited qualification in autism e.g. ELKLAN*		X	
	Driving licence		X	
	Minimum of 2 years' experience of working with young adults in an educational, mentoring, support, care work setting and/or skills-based industry e.g hairdressing, catering, horticulture, administration, hospitality etc	X		
	Minimum of 1 years' experience supporting autistic young people		X	
	Experience of working in a multi-disciplinary team		X	
	Planning, preparation and delivery of learning activities		x	
	Assessment and recording progress		X	
KNOWLEDGE	Knowledge of the Post-16 and Adult Core Curriculum and RARPA (Recognising and Recording Progress and Achievement)**	X		Application Form Interview
	Awareness of implementation of legislation relating to safeguarding and online safety	X		
	Understanding of autism and barriers to learning and specialist strategies to overcome these		X	
	Understanding how curriculum and class-based sessions are crafted to provide students with individualised learning opportunities		X	
	Positive intervention strategies to address challenging behaviours		X	
	How to support planning, preparation and delivery of learning activities		X	
	Strategies for supporting autistic young people		X	
	Understanding of Employability pathways for post 16 autistic/SEND adults		X	
SKILLS	Excellence in day-to day contribution and reliability	X		Application Form Interview
	The ability to plan and deliver stimulating teaching experiences in line with the Post-16 and Adult Core Curriculum and RARPA (Recognising and Recording Progress and Achievement)		X	
	Provide feedback (written and verbal) to students in relation to progress and achievement.	X		
	Competent in the use of information technology and relevant software packages e.g. Microsoft Office	X		
	Ability to motivate and inspire others	X		
	The ability to effectively facilitate behaviour of concern with students		X	
	Ability to set and work to deadlines	X		
	Willingness to lead and take part in extra-curricular activities	X		
	Ability to communicate effectively and accurately orally and in written form	X		
	Ability to use a total communication approach		X	
	Good organisational skills, time management and execution of tasks	X		
	Ability to work off site with individuals and/or small groups and manage work placement/community projects	X		
PERSONAL QUALITIES AND ATTRIBUTES	Passion For working with autistic young people	X		Application Form Interview References
	To be prepared to undertake training requirements of the position	X		
	Supportive, positive and non-judgemental attitude	X		
	Commitment to safeguarding and promoting the welfare of vulnerable children/young adults	X		
	Positive and resilient individual with drive, integrity, a cheerful disposition and a sense of humour	X		
	Commitment to personal and professional development	X		
	Ability to be flexible and work between both school/college and across sites if required	X		
	Commitment to a high level of student achievement and to continuous quality improvement	X		
	Confidentiality	X		
	An excellent team player	X		
	Passion for raising standards across the service	X		
	Ability to work under pressure and meet deadlines	X		
	Commitment to equality, diversity and inclusion	X		
	Flexible and very responsive in approach to teaching styles and methods	X		
	Sensitivity, diplomacy and tact	X		
	Commitment to actively promoting the policies and procedures of the college	X		
	Commitment to sustainability	X		