

Please ensure that you read the person specification carefully as this will be used to assess candidates as part of the shortlist and interview process.

Factor	Essential	Desirable	Ascertained by
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher status (QTS)</li> <li>• Evidence of continued professional development</li> <li>• Understanding of safeguarding responsibilities and relevant statutory guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Further qualifications in SEND, SEMH, nurture/therapeutic approaches</li> <li>• Training in attachment theory, trauma-informed practice, Emotion Coaching or Team Teach (or similar)</li> <li>• Training in multi-agency working and/or mental health support</li> </ul>	Application form Interview
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• A secure understanding of SEMH needs and the impact of trauma, attachment and adverse experiences on learning.</li> <li>• Knowledge of strategies to support emotional regulation and behaviour through relational, non-punitive approaches.</li> <li>• Understanding of statutory SEND processes, including EHCPs, the Graduated Approach and multi-agency collaboration.</li> <li>• An ability to adapt the curriculum to ensure accessibility, engagement and progress for all learners.</li> <li>• Awareness of how to assess, track and demonstrate pupil progress academically, socially and emotionally</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarity with restorative practice.</li> <li>• Knowledge of therapeutic and nurture-based approaches.</li> <li>• Understanding of how to build independence, resilience and self-belief within SEMH learners.</li> </ul>	References Interview
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience teaching in a primary setting</li> <li>• Experience working with children with SEMH and/or SEND</li> <li>• Experience planning and adapting a broad, balanced curriculum</li> <li>• Experience working collaboratively with families and professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Experience within specialist or alternative provision</li> <li>• Experience working with pupils with complex trauma or those at risk of exclusion</li> <li>• Experience leading interventions or supporting reintegration into mainstream</li> <li>• Experience completing formal assessments or</li> </ul>	Application, References

		contributing to EHCP processes	
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Build trusting, respectful and supportive relationships with children.</li> <li>• Create a calm, structured, emotionally safe learning environment.</li> <li>• Communicate clearly and sensitively with children, families and professionals.</li> <li>• Use creativity, imagination and flexibility to engage pupils (reflecting the school's values).</li> <li>• Manage challenging behaviour through relational, reflective practice.</li> <li>• Plan, deliver and adapt high-quality lessons that support progress across the curriculum.</li> <li>• Lead assessment and contribute to personalised learning plans.</li> <li>• Work collaboratively within a team, contributing to whole-school life.</li> <li>• Promote the school's values: Happiness, Imagination, Independence, Ambition, Responsibility, Honesty &amp; Integrity, Confidence &amp; Resilience, Respect &amp; Tolerance.</li> </ul>		Application, Interview
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Be nurturing, patient and emotionally resilient.</li> <li>• Be driven to help children Aspire, Believe and Achieve.</li> <li>• Demonstrate honesty, integrity and professional reliability.</li> <li>• Be able to stay calm under pressure and manage changing situations.</li> <li>• Show warmth, positivity and enthusiasm in everyday interactions.</li> <li>• Embrace creativity, outdoor learning and hands-on experiences.</li> <li>• Be reflective, eager to learn and open to professional development.</li> <li>• Show a genuine commitment to inclusive education and equality of opportunity.</li> <li>• Have high expectations for behaviour, progress and wellbeing.</li> </ul>		Application, Interview, References
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Understand and uphold the statutory requirements of safeguarding and child protection.</li> <li>• Maintain professional boundaries and confidentiality.</li> <li>• Act immediately if concerned about a child's welfare.</li> <li>• Adhere to all policies and guidance set out in Keeping Children Safe in Education.</li> <li>• Use alternative methods of communication to support the safeguarding team to follow school procedures when keeping children safe.</li> </ul>		Application, Interview