

PERSON SPECIFICATION – Specialist Teacher (SEMH) Primary Inclusion Team

The Person Specification is an important part of the recruitment process. It should be read carefully as it will form the basis of shortlisting and ultimately, appointing the successful applicant. You must demonstrate therefore how you meet each of the following criteria in your application.

<u>Criteria</u>	<u>Essential</u>	<u>Desirable</u>	<u>To be measured by</u>
Qualifications and Professional Development	1.1 Qualified Teacher Status 1.2 Evidence of ongoing professional development relevant to SEND, inclusion or SEMH	Additional qualifications or accredited training relating to SEMH, SEND, coaching, attachment, trauma-informed practice or inclusion	Application Certificates where appropriate
Experience	2.1 Successful teaching experience within the primary age range 2.2 Experience of supporting children and young people experiencing SEMH needs and barriers to participation in mainstream education 2.3 Experience of working collaboratively with colleagues to improve outcomes for children with additional needs 2.4 Experience of delivering training, coaching or professional development to adults 2.5 Experience of safeguarding and promoting the welfare of children and young people	Experience of working across multiple schools or services Experience of multi-agency working	Application Application/Interview Application/Interview Application Interview

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Knowledge and Understanding	<p>3.1 Secure knowledge of effective teaching and learning across the primary age range</p> <p>3.2 Secure understanding of the SEND Code of Practice and inclusive practice</p> <p>3.3 Understanding of factors that may create barriers to learning, participation and inclusion, including SEMH needs</p> <p>3.4 Understanding of evidence-informed approaches that support children experiencing SEMH needs, including neurodevelopmental, relational and trauma-informed approaches</p> <p>3.5 Understanding of safeguarding responsibilities and statutory guidance</p>	Knowledge of current national developments relating to inclusion, attendance and SEMH.	<p>Application</p> <p>Application/Interview</p> <p>Application/Interview/Task</p> <p>Application/Interview/Task</p> <p>Application/Interview</p>

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<u>Criteria</u>	<u>Essential</u>	<u>Desirable</u>	<u>To be measured by</u>
Skills and Competencies	<p>4.1 Ability to build positive and productive relationships with children, families, school staff and partner agencies</p> <p>4.2 Ability to provide support, professional challenge and solution-focused consultation</p> <p>4.3 Ability to influence practice through professional dialogue, consultation and constructive challenge.</p> <p>4.4 Ability to coach, mentor and develop colleagues.</p> <p>4.5 Excellent communication and interpersonal skills</p> <p>4.6 Ability to design and deliver high-quality training and professional development</p> <p>4.7 Strong organisational skills and the ability to manage competing priorities effectively</p> <p>4.8 Ability to work independently whilst contributing positively to a team</p> <p>4.9 Competent use of ICT to support communication, record keeping and service delivery.</p>	<p>Knowledge of the role of other agencies</p> <p>Experience of delivering high quality CPD to other professionals</p> <p>Confident use of Excel including ability to analyse data and identify patterns, trends and priorities.</p> <p>Experience of evaluating impact and contributing to service development.</p>	<p>Application/Interview</p> <p>Application/Interview/Task</p> <p>Application/Interview/Task</p> <p>Application</p> <p>Interview</p> <p>Application</p> <p>Application</p> <p>Application/Interview</p> <p>Application</p>

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<u>Criteria</u>	<u>Essential</u>	<u>Desirable</u>	<u>To be measured by</u>
Professional Values and personal qualities	5.1 Ability to build positive, trusting and productive relationships with a wide range of stakeholders.		Application/Interview
	5.2 Commitment to inclusion and improving outcomes for vulnerable children and young people		Application/Interview
	5.3 High expectations for all children and young people		Application/Interview
	5.4 Commitment to collaborative working and continuous improvement		Application/Interview
	5.5 Reflective, adaptable and solution-focused approach		Application/Interview
	5.6 Commitment to ongoing professional learning		Application
	5.7 Resilience, professionalism and emotional intelligence		Interview
	5.8 Ability to maintain positive relationships whilst working within challenging and complex situations		Application/Interview
	5.9 A sense of humour and perspective.		Interview