

## Person Specification: Teacher

ATTRIBUTES	ESSENTIAL	DESIRABLE
<b>Qualifications</b>	QTS status	Degree in a relevant subject area
<b>Experience</b>	Experience of working in a primary school setting	<p>Experience of working with pupils with SEMH needs</p> <p>Experience working in a school serving a diverse or disadvantaged community</p>
<b>Knowledge</b>	<p>Secure knowledge of the National Curriculum and effective primary pedagogy</p> <p>Knowledge of <b>adaptive teaching</b> and the ability to tailor the curriculum to meet a wide range of needs and starting points</p> <p>Up-to-date knowledge of current research and <b>evidence-informed pedagogical practice</b></p> <p>Understanding of assessment for learning and how to ensure pupils make <b>accelerated progress</b> from their starting points</p> <p>Knowledge of a range of <b>SEND</b> including autism and ADHD, and evidence-based strategies to support these learners in the classroom</p> <p>Understanding of <b>attachment-aware and trauma-informed practice</b>, and how this impacts teaching, learning and relationships</p> <p>Strong understanding of <b>behaviour as a form of communication</b> and commitment to a relational, restorative approach to behaviour</p>	<p>Understanding of <b>oracy</b> and its role in supporting learning, language development and pupil voice</p> <p>Understanding of <b>SEMH needs</b> and the barriers these can present to learning</p>

ATTRIBUTES	ESSENTIAL	DESIRABLE
	Secure knowledge of <b>safeguarding practices</b> , including statutory guidance such as <i>Keeping Children Safe in Education (KCSIE)</i>	
<b>Skills &amp; Ability</b>	<p>Ability to teach effectively, carry out assessments and plan appropriate learning programmes to meet the needs of all children, including those with SEN or SEMH.</p> <p>Skilled in building positive, trusting relationships with children, including those who may present with challenging behaviours</p> <p>Ability to create a calm, consistent and purposeful learning environment</p> <p>Strong classroom management skills aligned with a relational approach</p> <p>Ability to use assessment effectively to inform teaching and secure strong pupil outcomes</p> <p>Strong organisational skills, including the ability to <b>meet deadlines</b> and manage workload effectively</p> <p>Ability to work collaboratively as part of a team</p> <p>Emotional resilience in working with challenging behaviours</p> <p>Strong commitment to <b>equality of opportunity</b>, diversity and inclusion</p>	<p>Additional training or qualifications in SEND, SEMH or trauma-informed practice</p> <p>Skilled in embedding oracy within the curriculum</p>