

SEMH Primary Teacher: Haywood Grove School

Job Description – SEMH Primary Teacher

Job Title: SEMH Primary Teacher
Reports to: Headteacher or other senior leader
Grade/Scale: MPS + SEN Allowance (or other
Contract Type: Full time

Main Purpose of the Role

To teach and nurture a class of children with SEMH needs, providing high-quality education that supports their academic, social and emotional development within a trauma-informed framework.

Key Responsibilities

Teaching and Learning

- Plan and deliver creative, differentiated lessons that meet the individual needs of children with SEMH
- Create a calm, safe, inclusive classroom environment rooted in co-regulation and emotional literacy
- assess, track and support progress
- Maintain high expectations for each child's development and potential
- Integrate therapeutic approaches into teaching as needed

Relationships and Behaviour

- Establish trusting, respectful relationships with children, rooted in consistency and emotional attunement
- Use behaviour support strategies in line with school policy
- Support children in developing self-regulation skills and positive relationships
- Model emotional regulation, restorative practice, and reflective dialogue

Safeguarding and Wellbeing

- Actively contribute to safeguarding and promoting the welfare of children
- Work closely with the school's designated safeguarding leads (DSLs)

- Participate in clinical supervision and reflect on practice

Professional Collaboration

- Work effectively with teaching assistants, therapists, and the wider team

- Contribute to EHCP reviews, support plans and multi-agency meetings

- Engage in ongoing CPD including training in trauma-informed and neurodiverse approaches

- Communicate regularly with families in a supportive, non-judgmental manner

Person Specification – SEMH Primary Teacher

Criteria	Essential	Desirable
Qualifications	QTS	Additional training in SEND, trauma-informed practice or therapeutic teaching
Experience	Experience teaching in primary setting Experience supporting children with SEMH, trauma, or SEND	Experience working in a specialist provision or alternative provision setting
Knowledge & Understanding	Understanding of trauma-informed practice Knowledge of SEMH needs and neurodiversity Curriculum knowledge across EYFS/KS1/KS2 Understanding of safeguarding and child protection	Understanding of sensory integration and therapeutic approaches
Skills & Disposition	Strong classroom management rooted in relationships Excellent communication and collaboration skills Reflective and open to feedback Emotionally resilient and calm under pressure	Experience with restorative approaches, PACE, Windows of Stress Tolerance or similar

	Creative and flexible in meeting children's needs	
Personal Attributes	Passionate about inclusion and equity Warm, nurturing and empathetic Committed to ongoing professional development High expectations and belief in pupil potential	Keen to contribute to whole-school development and innovation