



## **Alexandra Primary School**

### **Person Specification: Class Teacher in the Resourced Provision (SEMHD)**

#### **Qualifications and Training**

- Qualified Teacher Status (QTS) – essential
- Evidence of continued professional development (CPD) in areas such as SEN, behaviour management, trauma-informed practice – desirable
- Additional qualifications related to SEMH, SEND, or therapeutic approaches (e.g., Thrive, Team Teach, Attachment Awareness) – desirable

#### **Experience**

- Recent teaching experience within a primary school or alternative provision – essential
- Experience of working with children with SEMH needs and/or complex behaviour – essential
- Experience of working collaboratively with multi-agency professionals (e.g., social workers, mental health services, educational psychologists) – desirable
- Experience in planning and delivering a broad, balanced, and creative curriculum tailored to individual needs – desirable

#### **Knowledge and Understanding**

- A strong understanding of the barriers faced by pupils with SEMH needs
- Knowledge of trauma-informed, therapeutic, and restorative approaches
- Understanding of safeguarding procedures and commitment to child protection
- Good knowledge of effective strategies for emotional regulation, de-escalation, and positive behaviour support
- Awareness of the SEND Code of Practice and Equality Act 2010

## **Skills and Abilities**

- Ability to plan and deliver personalised, engaging, and differentiated lessons
- Ability to create a nurturing, inclusive, and safe learning environment
- Skilled at building trusting, respectful relationships with vulnerable pupils
- Strong classroom management skills and the ability to remain calm under pressure
- Ability to de-escalate challenging situations effectively and positively
- Effective communicator with pupils, families, and colleagues
- Ability to assess, track and report on pupil progress accurately and meaningfully

## **Personal Qualities**

- Resilient, patient, and empathetic
- Passionate about inclusion and improving life chances for disadvantaged children
- High expectations of pupil achievement and behaviour
- Reflective and committed to ongoing professional development
- Flexible, creative, and adaptable to meet the dynamic needs of pupils
- A team player who can contribute to a positive and collaborative staff culture