

**Person Specification - Teacher**

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|  | **Essential** | **Desirable** |
| **Relationships** | An ability to form trusting, positive relationships with young people. |  |
|  | An ability to use positive relationship to caringly support young people or families in low/negative crisis |  |
|  | An ability to uses positive relationship to caringly support young people or families in angry/violent crisis. |  |
| **Teaching and Engagement** | An ability to actively address SEMH needs whilst delivering lessons/teaching/with students. |  |
|  | An ability to actively seek out opportunities to positively engage with students. |  |
|  | An ability to set tasks that challenge and engage pupils or families with a balance of support and challenge/independence |  |
|  | An ability to assess to inform learning |  |
|  | Understands how children learn |  |
|  |  | Ability and willingness to teach more than one subject |
| **Pupil Progress** | Be aspirational for student’s academic and socio-emotional progress |  |
| **Professional Attributes** | An ability to put in discretionary effort |  |
|  | An ability to carry out tasks reliably and on time |  |

**Qualifications and Experience**

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|  | **Essential** | **Desirable** |
| **Education/Training** | Qualified Teacher Status |  |
|  |  | Additional training or qualifications in working with young people with SEMH needs. |
| **Experience** |  | Experience of working with vulnerable young people in a mainstream or specialist setting |