

**Person Specification – Teacher**

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|  | **Essential** | **Desirable** |
| **Relationships** | An ability to form trusting, positive relationships with young people and use this to support in times of need/crisis |  |
|  | Excellent interpersonal and communication skills for working in partnership with pupils, parents, colleagues and the ability to develop strong relationships |  |
| **Teaching and Engagement** | An ability to actively addresses SEMH needs whilst delivering lessons/teaching/with students. |  |
|  | Desire and willingness 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 and independence |  |
|  | Positive behaviour management skills which also support pupils to develop positive strategies for managing their emotions effectively |  |
|  | Contribute to the development of teaching and learning strategies for pupils |  |
|  | Understand how children learn |  |
|  | Ability and willingness to teach more than one subject |  |
|  | Experience of successful positive behaviour management and development of a student focused, inclusive and effective learning environment so that behaviour and attendance is excellent  |  |
| **Pupil Progress** | Be aspirational for student’s academic and socio-emotional progress |  |
|  | To support the learning of individuals and groups of pupils, assessing and recording progress towards targets and learning outcomes across the curriculum and the importance of the different ways to measure progress |  |
|  | An ability to assess so as to inform learning based on research |  |
| **Professional Attributes** | An ability to put in discretionary effort |  |
|  | Solution focussed and flexible. |  |
|  | An ability to carry out tasks reliably and on time |  |
|  | Passionate about enabling all pupils to overcome barriers to learning and achieve success. |  |
|  | A positive team member who is reliable and consistent and able to use their initiative |  |
|  | Sense of humour  |  |
|  | Subscribe to the belief that every day is a fresh start.   |  |
|  | Be a team player, supporting colleagues, ensuring a cohesive and collaborative approach to working with young people |  |
|  | Well organised and well planned |  |
|  | Demonstrate commitment to safeguarding and promoting the welfare of children |  |
|  | Empathic towards the pupils and their families and the challenges they face |  |
|  | Emotional resilience and the ability to remain calm under pressure. |  |

**Qualifications and Experience**

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|  | **Essential** | **Desirable** |
| **Education/Training** | Honours degree or equivalent |  |
|  | Qualified Teacher Status |  |
|  | Experience of working with vulnerable young people in a mainstream or specialist setting  |  |
|  |  | Additional training or qualifications in working with young people with SEMH needs. |
| **Experience** | Experience and confidence in using a range of workshop tools and equipment.  |  |