**Person Specification**

**SEMH Early years / nurture teacher**

Criteria are graded as essential (E) or desirable (D) and will be assessed at the application (A), interview (I) or reference (R) stage.

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| **Experience / Knowledge**   | Have a solid understanding of safeguarding and have undergone regular training on safeguarding. | E | A/I |
| Experience working in a challenging educational environment  | E | A |
| Understand how SEN impacts behaviour including ASC. | E | I |
| ICT literate  | E | A |
| Successful experience of working with students with social, emotional and behavioural challenges  | D | A/I |
| Ability to teach outstanding lessons. | E | I/R |
| An ability to use data to understand target setting and track student progress/apply appropriate intervention.  | E | I |
| Excellent communication skills. | E | I |
| Experience of teaching in an early years setting. | E | A |
| Ability to work on own initiative and in teams. | E | I |
| Ability to plan, prioritise, organise self, evaluate and review own work. | E | I/R |
| Experience of managing support staff | D | A/I |
| **Education and training** | Educated to degree level. | E | A |
| Qualified Teacher Status.  | E | A |
| Post graduate study or SEN qualifications.  | D | A |
| Evidence of continuous professional development  | E | A |
| **Technical job** **related skills** | Knowledge and experience of strategies to support students with social, emotional and behavioural challenges and children with autism. | D | A |
| Ability to build strong professional relationships with students. | E | I/R |
| Extensive knowledge of implementing Early years curriculum. | E | A/I |
| Have undergone Physical intervention Training or be willing to undertake and use. | E | A/I |
| Demonstrate a sound understanding of assessment and the use of assessment to inform learning, especially to students who may not be attaining related expectations. | E | A/I |
| Ability to analyse academic data and implement action plans accordingly.  | D | A/I |
| **Personal job** **related skills**  | Excellent attendance and punctuality.  | E | R |
| Enthusiasm for teaching and desire to develop others.  | E | A/I |
| Integrity, tact, reliability, resilience, self-confidence and personal presence.  | E | I/R |
| Ability to keep calm and work effectively under pressure.  | E | I/R |
| Friendly and approachable with a good sense of humour.  | E | I |
| Strong organisational skills.  | E | A/I/R |
| Commitment to professional standards and to develop professionally | E | A/I |
| **Other** **requirements**   | Willingness to be flexible with duties to respond to the school needs.  | E | I |
| Commitment to inclusive education.  | E | I |
| Ability to maintain a healthy work life balance.  | E | A/I |
|  A full driving licence.  | D | A |

This job profile is a guide to the work that you will be initially required to undertake. It may be altered from time to time to meet changing circumstances. All members of staff are expected to carry out any reasonable instruction given by the Headteacher or other such authorised person so as to allow for the effective running of the school. This Person Specification does not form part of your contract of employment.