

Person Specification

The criteria below should be considered alongside the job description. Evidence may be gathered through the application form, references, interview, teaching/selection activities and pre-employment checks.

Area / criterion	Essential	Desirable
Qualifications	Qualified Teacher Status (QTS) or recognised equivalent. Appropriate degree/teacher training qualification.	Relevant SEND/SEMH postgraduate study, accreditation or specialist training.
Teaching experience	Evidence of effective classroom teaching and the ability to secure progress for pupils with differing needs.	Experience in specialist provision, an SRP, alternative provision or a specialist SEND/SEMH setting.
SEND knowledge	Strong understanding of adaptive teaching and how to remove barriers to learning for pupils with SEND.	Detailed knowledge of SEMH provision and experience contributing to SEN Support Plans/EHCP outcomes.
SEMH practice	Ability to build trusting relationships, maintain clear expectations and use effective regulation and de-escalation approaches.	Training/experience in trauma-aware practice, attachment, Team Teach or another recognised positive handling/de-escalation approach.
Curriculum & assessment	Ability to plan ambitious, meaningful learning from individual starting points and assess small steps of progress accurately.	Experience using specialist assessment tools or personalised curriculum pathways.
Behaviour & relationships	Understands that behaviour may communicate need and can respond calmly, consistently and professionally to challenging situations.	Experience supporting pupils presenting with significant dysregulation, anxiety, school avoidance or behaviour that challenges.
Collaboration	Ability to work effectively with teachers, teaching assistants, leaders, parents/carers and external professionals.	Experience contributing to multi-agency meetings, reviews or professional reports.
Communication	Clear written and verbal communication and the ability to communicate sensitively with pupils, families and colleagues.	Experience coaching or sharing SEND/SEMH practice with colleagues.
Professional qualities	Patient, reflective, resilient, adaptable and solution-focused; committed to inclusion and high expectations.	Evidence of contributing to wider SEND or inclusion development within a school.
Safeguarding	Strong commitment to safeguarding, professional boundaries and promoting the welfare of children.	Relevant recent safeguarding training beyond standard whole-school requirements.

Additional expectations

- A commitment to the ethos, values and inclusive ambitions of Warden House Primary School and Veritas Multi-Academy Trust.
- A willingness to work flexibly as provision develops and in response to the changing needs of pupils.
- A commitment to ongoing professional learning and to developing specialist expertise in SEND and SEMH.
- An understanding that the successful candidate may work with different pupils and groups across the week rather than being allocated a fixed class.

Recruitment note for school use: Before publication, confirm the precise SEN allowance, reporting line, start date, contract details, closing/interview dates and whether any specific specialist qualification or experience will be required.