
The Cedars School

Person Specification KS3 SEMH Teacher

Selection decisions will be based on the criteria outlined in this form. At each stage of the process an assessment will be made by the appointment panel to determine how far the criteria have been met. *Candidates who do not meet asterisked (*) criteria will not be considered.*

Criteria should be addressed on the application form and/or in the statement of application. Criteria will be further tested later in the process through interviews and other methods such as presentations.

When completing your statement of application you should ensure that you provide supporting evidence of how you meet the criteria through reference to work or other relevant experience.

Education, qualifications and training

QTS**	Application form
Evidence of ongoing professional development	Application form and statement
Commitment to continued learning, particularly in SEMH, neurodiversity and inclusive practice	Statement

Experience

- Experience as a teacher in secondary education **
- Experience working with pupils with SEMH needs and/or neurodiversity
- Experience of adapting teaching to meet a wide range of needs
- Experience of working with families and/or external professionals

Skills and Abilities

- Strong classroom practitioner able to engage and motivate pupils with complex emotional needs

Ability to build positive, consistent relationships with children and adults

Ability to manage and respond effectively to challenging behaviour using relational approaches

Ability to remain calm under pressure and maintain perspective

Strong organisational skills and ability to prioritise workload

Ability to work flexibly while maintaining clear structures and expectations

Ability to work collaboratively as part of a team

Effective use of ICT to support teaching, learning and administration

Knowledge and Understanding

Understanding of SEMH needs and how they impact learning

Understanding of behaviour as communication

Knowledge of strategies to support emotional regulation and engagement

Knowledge of secondary programmes of study and approaches to adaptation

Awareness of current SEND and inclusion developments

Personal Qualities

Reflective and willing to learn

Resilient and emotionally aware

Calm, consistent and reliable

Able to maintain a sense of humour and perspective

Committed to improving outcomes for vulnerable children

Commitment

Commitment to the school's ethos: **where roots take hold, minds grow, and children thrive**

Commitment to the school values: being safe, ready, respectful, responsible and proud

Commitment to safeguarding and promoting the welfare of children**

Commitment to inclusive education and equality of opportunity