

Attributes	Essential	Desirable	Application	Interview
Qualifications	<ul style="list-style-type: none"> Qualified teacher status 		✓	
Experience	<ul style="list-style-type: none"> Experience or expertise of working with students with complex SEMH and/or ASD needs within a relational, trauma-informed setting. Experience of delivering a broad and balanced curriculum through adaptive, creative teaching approaches. Experience of delivering a number of subjects including all core subjects. Experience of delivering KS3 and KS4 National Curriculum. Experience of delivering learning pitched at KS2 level to meet the developmental needs of pupils with gaps in prior learning. Experience of working in a small-group or nurture-style environment where emotional regulation is prioritised alongside academic progress. 	<ul style="list-style-type: none"> Evidence of qualifications or relevant SEN experience. Experience of delivering at KS 2 level to meet the needs of the lower attaining pupils 	✓	✓
Professional Understanding, Knowledge and skills	<ul style="list-style-type: none"> Knowledge of how the National Curriculum can be adapted to meet the needs of pupils with ASD and a range of complex needs, including SEMH, relevant to the age range of the school. Knowledge of assessment, recording and reporting. Understanding of the link between regulation, relationships and readiness to learn. Experience of creating and maintaining effective partnerships with parents, carers and external agencies to support both learning and wellbeing. Knowledge of commonly used resources and strategies (e.g. Zones of Regulation, sensory regulation tools, social stories, visual timetables) to support pupils with ASD and a range of special educational needs. Understanding of alternative and vocational accreditation pathways (e.g. Entry Level, ASDAN, Functional Skills) appropriate to 		✓	✓

	SEND settings.			
Specific Knowledge Understanding and skills	<ul style="list-style-type: none"> Awareness of the Education Acts and the SEN code of Practice 	<ul style="list-style-type: none"> Evidence of working towards EHCP targets 	✓	
Teaching and Learning	<ul style="list-style-type: none"> Practical understanding of effective teaching and evaluation strategies for pupils with ASD, SEMH and other complex needs. Ability to deliver a flexible, creative curriculum that balances academic progress with personal development, emotional regulation and communication skills. Knowledge and understanding of relevant curriculum requirements. Able to manage pupil behaviour effectively using relational and restorative approaches. Experience of using co-regulation, calm communication and consistent routines to maintain a positive learning environment. Experience of contributing to or planning nurture-based, project-based or thematic learning approaches. 	<ul style="list-style-type: none"> Experience of monitoring and evaluating teaching Experience of planning a curriculum area relevant to the needs of pupils including relevant courses 	✓	✓
Leadership and Management	<ul style="list-style-type: none"> Able to deploy teaching assistants/support staff effectively. Able to motivate pupils and staff, setting high standards and provide a focus for improvement 		✓	✓
Professional values, qualities and skills	<ul style="list-style-type: none"> Able to establish and develop good relationships with all involved in the school Able to work effectively as a team member Ability to communicate effectively in writing and orally. Competent in the use of ICT Flexible and approachable Resilient under pressure and motivated by challenge. Able to deal sensitively with people and resolve conflicts Positive and energetic approach to work 	<ul style="list-style-type: none"> Bring personal interests and enthusiasms to the school community 	✓	✓

