



Required skills for class teacher in our Inclusion Base (Ages 4–7)

1. Specialist Teaching & Learning Skills for Early Years / KS1

- Ability to use a range of teaching and learning strategies to support young children with varied emotional and behavioural needs.
- Secure understanding of early curriculum knowledge, including early literacy and maths, applied in developmentally appropriate ways.
- Skill in planning well-structured, short, engaging lessons that match the developmental stage of 4–7-year-olds.
- Competence in creating multi-sensory, play-based, and nurture-focused learning experiences.

2. Strong SEMH-Informed Practice

- Awareness of factors that inhibit pupils' ability to learn—such as trauma, attachment needs, and emotional dysregulation—and knowledge of how to support them effectively.
- Skilled at differentiating content and expectations according to emotional, social, and developmental needs.
- Ability to build trusting, consistent relationships that help children co-regulate and develop emotional literacy.
- Ability to recognise and respond to safeguarding concerns, understanding how these may present differently in young children with SEMH needs.

3. Early-Years-Appropriate Behaviour Support

- Capability to establish clear, predictable routines that help children feel safe and reduce anxiety.
- Use of age-appropriate behaviour strategies, including visual timetables, calm corners, and co-regulation techniques.
- Consistent use of praise, sanctions, and rewards adapted for young children.

4. Assessment & Data Use Adapted for SEMH Contexts

- Ability to use formative assessment to measure small-steps progress in academic, emotional, and social areas.
- Competence in using pupil information to plan personalised interventions.
- Skill in providing feedback that supports self-esteem, resilience, and emotional growth.

5. Communication & Relationship-Building

- Strong ability to communicate clearly and warmly with young children and their parents or carers.
- Ability to model empathy, patience, and emotional regulation.
- Willingness to collaborate with external agencies and internal teams to support SEMH plans.

6. Professional Qualities Essential for SEMH Provision

- Reliability, punctuality, and a calm, nurturing presence crucial for children needing high consistency.
- Commitment to safeguarding and maintaining professional boundaries.
- Creativity and willingness to try new approaches when children need alternative methods of engagement.
- Engagement in continuous professional development around early childhood, trauma-informed practice, and SEMH.

TEACH Trust
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