

## Willow Vale School

### Person Specification – SEMH Advisory Teacher

#### Qualifications and Training

Essential	Desirable
Qualified Teacher Status (QTS)	National SENCo Award or equivalent
Degree or equivalent qualification	Postgraduate qualification in SEMH / SEND / Inclusion
Evidence of recent and relevant professional development	Accredited training in therapeutic or trauma-informed approaches (e.g. Thrive, Attachment, Team Teach)

#### Experience

Essential	Desirable
Experience of teaching children/young people with SEMH needs across a range of ages and key stages	Experience working within PRU or alternative provision settings
Experience of working with pupils presenting complex needs, including behaviour, attachment and emotional regulation difficulties	Experience of outreach or advisory work supporting other schools
Experience of working collaboratively with families and external agencies	Experience of delivering staff training or leading professional development
Experience of implementing and reviewing graduated response approaches and support plans	Experience contributing to whole-school improvement or self-evaluation processes

#### Knowledge and Understanding

Essential	Desirable
Strong understanding of SEMH needs, including attachment, trauma, and co-occurring needs (e.g. SLCN)	Knowledge of Somerset local systems, pathways and referral processes
Understanding of effective inclusive practice and strategies to support behaviour for learning	Understanding of commissioning processes and partnership working across local provision
Knowledge of safeguarding procedures and statutory responsibilities	Knowledge of evidence-informed approaches and current research in SEMH
Understanding of the relationship between behaviour, emotional wellbeing and learning	Knowledge of curriculum adaptation for complex and vulnerable learners

#### Skills and Abilities

Essential	Desirable
Ability to provide clear, practical advice and guidance to schools to improve outcomes for pupils with SEMH	Ability to design and deliver strategic outreach programmes
Strong interpersonal skills with the ability to build positive, professional relationships with staff, pupils, families and partners	Ability to influence and challenge practice at a leadership level

Ability to model high-quality teaching and effective SEMH strategies	Ability to analyse data and evaluate impact of interventions across services
Effective communication skills (written and verbal), including report writing and presenting training	Experience in coaching and mentoring staff
Ability to prioritise workload and respond flexibly to competing demands across a multi-site service	Experience of leading or coordinating teams

### Personal Qualities

Essential	Desirable
Commitment to inclusive education and improving outcomes for vulnerable children and young people	Commitment to innovation and developing new models of outreach/support
Resilient, reflective and solution-focused approach	Evidence of leadership within a multi-disciplinary context
High levels of professionalism, integrity and accountability	
Ability to work both independently and as part of a team	
Commitment to safeguarding and promoting the welfare of children and young people	

### Professional Expectations

Essential	Desirable
Commitment to ongoing professional development and reflective practice	
Ability to uphold and model safeguarding and professional standards at all times	
Commitment to working collaboratively across a multi-site school and wider partnership	
Willingness to travel and work flexibly to meet the needs of the outreach service	