

Central Primary School

Person Specification

Classteacher/Subject coordinator -Hub (Internal alternative provision)



	Essential	Desirable
Experience	<ul style="list-style-type: none"> • KS1/ KS2 Teaching experience • QTS • Demonstrates consistently Good and Outstanding teaching • Advanced DBS • Experience working with pupils with special educational (SEN) and social, emotional and mental health (SEMH) needs • Proven ability to build positive relationships with vulnerable or hard-to-reach pupils • Experience implementing behaviour support plans and individual education plans (IEPs) <p>Add:something about experience implementing, reviewing and writing Educational Health Care Plans (EHCP)</p>	<ul style="list-style-type: none"> • Working with pupils with speech and language needs • Experience in alternative provision, pupil referral units, or similar settings • Experience working with pupils at risk of exclusion • Experience of multi-agency working (e.g., with educational psychologists, social workers, CAMHS) • Training in trauma-informed practice or attachment-aware approaches
Knowledge and understanding	<ul style="list-style-type: none"> • Deep understanding of SEN/SEMH needs and how these impact learning • Knowledge of de-escalation techniques and therapeutic approaches to behaviour management • Understanding of the graduated approach and how to adapt teaching for pupils with complex needs • Ability to deliver a flexible, personalised curriculum that meets individual needs whilst maintaining academic progress • Understanding of safeguarding issues that may affect vulnerable pupils (e.g., trauma, adverse childhood experiences) • Excellent understanding and use of assessment, including target setting and tracking • Ability to create a stimulating and challenging learning environment • High expectations for all pupils which inspire, motivate and challenge children • Knowledge of and commitment to inclusion practices • Ambition to improve practice 	<ul style="list-style-type: none"> • Knowledge of restorative approaches • Understanding of sensory processing needs and how to create a sensory-friendly environment • Familiarity with evidence-based interventions for SEN/SEMH

	<ul style="list-style-type: none"> Effective management of support staff (moved to essential) 	
Personal skills and attributes	<ul style="list-style-type: none"> Strong commitment to equity and inclusion for all pupils Flexibility and adaptability in response to changing needs and situations Patience, empathy and a non-judgemental approach Resilience and emotional regulation when working with challenging behaviour Ability to remain calm under pressure and model positive behaviour Excellent communication skills to work effectively with parents/carers who may be experiencing difficulties Able to develop and maintain good relationships with all stakeholders Creative, enthusiastic, proactive and keen to embrace new ideas and challenges Must be able to manage own workload effectively and respond swiftly to tight deadlines Reflective 	<ul style="list-style-type: none"> Commitment to the IAP's aim of reintegration or successful transition Belief that behaviour is communication and willingness to understand the underlying needs Understanding that progress may be measured differently (e.g., improved attendance, engagement, emotional regulation) alongside academic progress
Safeguarding	<ul style="list-style-type: none"> Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people Displays commitment to the protection and safeguarding of children and young people. 	<ul style="list-style-type: none"> Demonstrates an understanding of the increased safeguarding vulnerabilities of children with additional and complex needs, including those with communication and interaction difficulties. Able to recognise and respond to safeguarding concerns that may present in subtle, non-verbal, or behaviour-based ways, maintaining professional curiosity at all times.