



Personal Specification

LEAF Centre Manager

Attributes	Essential	Desirable	How Identified
Education and Professional Qualifications			
Professional qualifications within the field of expertise (e.g., SEMH, SEND, or Education)		X	Application
Evidence of continuous professional development (CPD) based on national research	X		Application
Qualified Teacher Status (QTS) or equivalent (required to perform the KS2 Teacher duties and deliver the National Curriculum)	X		Application
Professional training in de-escalation and positive behaviour management techniques	X		Application
Experience			
Proven experience in strategic planning and implementation, including managing and leading a diverse team or working as part of a leadership team	X		Application, Interview, Reference
Experience in teaching pupils with significant Social, Emotional, and Mental Health (SEMH) difficulties within a primary school setting	X		Application, Interview, Reference
Experience in planning, designing, and delivering an innovative curriculum, including the use of moderated exemplars and work scrutiny	X		Application, Interview, Reference
Experience in delivering 1:1 targeted mentoring and small-group interventions for children with complex emotional needs	X		Application, Interview, Reference

Experience in working with a range of external partners (e.g., MIND, Early Help) and leading Team Around the Family (TAF) meetings	X		Application, Interview, Reference
Experience in setting targets and monitoring, evaluating, and recording pupil progress before, during, and after interventions	X		Application, Interview, Reference
Knowledge and Skills			
Deep understanding of the statutory requirements regarding Safeguarding, Equal Opportunities, Health and Safety, and the SEN Code of Practice	X		Application, Interview, Reference
Comprehensive knowledge of the Graduated Response and strategies for meeting the needs of SEND pupils in various learning environments	X		Application, Interview, Reference
Sound understanding of the National Curriculum and how to adapt it for pupils with complex barriers to learning	X		Application, Interview, Reference
Proficiency in positive behaviour management techniques and de-escalation strategies to reframe behaviours and reduce exclusion risks	X		Application, Interview, Reference
Ability to use attendance tracking systems and safeguarding reporting software like CPOMS		X	Application, Interview, Reference
Understanding of the School Attendance Matters Pathway (SAMP) and the correlation between attendance, safeguarding, and social barriers		X	Application, Interview, Reference
Personal Attributes			
The ability to work under high pressure, meet deadlines, and remain calm during times of pupil crisis or emotional dysregulation	X		Application, Reference
Excellent interpersonal, written, and oral communication skills, including the ability to communicate clearly with pupils, parents, and external agencies	X		Application, Interview, Reference

The ability to think both strategically and creatively to prioritise tasks and make/justify difficult decisions	X		Application, Reference
A demonstrable commitment to safeguarding and promoting the welfare of children and young people	X		Application,, Reference
The ability to work creatively and collaboratively to build and maintain purposeful relationships with all stakeholders	X		Application, Reference
Being demonstrably professional, honest, and loyal, with the ability to act as a positive role model and motivator for pupils	X		Application, Reference

This specification has been prepared in accordance with the requirements of the Council's Equal Opportunities in Employment Policy.

We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.