# **PERSON SPECIFICATION: Specialist Lead Teacher SEMH ARP POST REFERENCE:**

**HARTLEPOOL BOROUGH COUNCIL IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN, YOUNG PEOPLE AND VULNERABLE ADULTS. IF THIS POST IS SUBJECT TO SAFER RECRUITMENT MEASURES THEN A DISCLOSURE AND BARRING SERVICE (DBS) CHECK WILL BE REQUIRED.**

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| REQUIREMENTS | ESSENTIAL CRITERIA Please indicate in brackets after each criteria how this will be verified i.e. (F), (I), (T), (R) | DESIRABLE CRITERIA Please indicate in brackets after each criteria how this will be verified i.e. (F), (I), (T), (R) |
| * **Educational/vocational/ occupational qualifications and/or training** * **Specific qualifications (or equivalents)** | * Qualified Teacher Status (QTS/QTLS) (F) * Degree qualification (F) * Substantial teaching experience with a proven track record of good or outstanding practice to support SEND needs and vulnerable groups (F, I, R) * Evidence of continuing commitment to own professional development (F, I, R) | * Further professional qualification in SEND and/or inclusion (F) * NASENCO / NPQSEN Qualification (F) |
| * **Work or other relevant experience** | * Experience of teaching, learning and assessment to KS3 and KS4 * Experience of working with vulnerable young people (F, I) * An up to date working knowledge and understanding of a range of teaching, learning and relational support strategies in relation to pupils with SEMH and other SEN needs or a clear commitment to develop this. * Proven high quality teaching and classroom managements for students with SEND/SEMH (F, R) * A good understanding of curriculum developments and the national curriculum (F,I) * Knowledge and understanding of developing and delivering an outstanding curriculum offer that is bespoke and ambitious for each pupil, reflecting the most recent research on supporting pupils with SEMH (F, I) * Experience of working successfully and co-operatively as a member of a team in a school (I,R) * Experience of working with children, young people and families, related professionals and outside agencies (F)(I)(R) * Experience of setting targets for pupils with SEND and monitoring, evaluating and communicating progress to parents and other professionals (F, I) * Proven ability to meet the needs of pupils with complex needs (F, I) | * Evidence of own area of specialism that could further enhance SEND teaching and learning. * Experience of teaching across the full range of education primary/secondary children. * Commitment to working with key partners, including other schools to address the barriers that prevent students from attending mainstream education (F,I) * Understanding and knowledge of school self -evaluation, development and planning. (F, I) * Experience of Line Managing other colleagues (F, I) |

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| * **Skills, abilities, knowledge and competencies** | * Excellent communication and interpersonal skills (F)(I)(R) * Knowledge of statutory requirements of legislation concerning child protection, safeguarding, SEND and other associated policies (F, I) * The ability to be an excellent classroom teacher, be a positive role model for your team and others (F, I, R) * Ability to design lead and deliver CPD for colleagues in the provision in relation to teaching and learning * Track record of setting and achieving ambitious, challenging goals and targets in reference to SEND students (F, I, R) * Ability to build effective working relationships with parents, external agencies, children and colleagues at all levels (F)(I) * Ability to use IT systems (F)(I) | * Experience of building and sustaining effective relationships with other schools and partners and the broader community that enhance the education and wellbeing of students * Wide background knowledge of SEND and a range of interventions | |
| * + **General competencies** | * Flexible approach to work by responding to the needs of the school, (F)(I) * Commitment to own continuous personal and professional development (F) * Strong team player, committed to an ethos of continuous improvement (F)(I) * Commitment to equal opportunities and the ability to recognise the needs of different service users (F,I) |  | |
| * **Special Knowledge** | * Understanding of the barriers to learning and inclusion experienced by children and young people and education providers and strategies that contribute to their resolution (I,R) * Knowledge of the SEND framework (I, R) * Understanding and knowledge of current issues in education in Hartlepool (F) |  | |
| * **Values** | * Genuine commitment to the welfare, happiness and success of children and young people as they mature and prepare for adulthood (I,R) * Commitment to inclusion (I,R) * High expectations of self, children and other staff and a commitment to raising standards of achievement and attainment (F, I, R) * Commitment to safeguarding children (F, I, R) | * Commitment to working with key partners, including other schools to address the barriers that impact on learning (F) | |
| **ESSENTIAL / DESIRABLE CRITERIA WILL BE VERIFIED BY: F = FORM I = INTERVIEW T = TEST(S) R = REFERENCE(S)** | | |

**On-going Training Requirements**

The post holder will be required to undertake the following mandatory/essential training at the frequency indicated.

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| **Mandatory/Essential Training** | **Frequency** |
| Safeguarding – Designated Lead Training  GDPR  Prevent | Annually  Annually  Annually |

Please note all appointments within Hartlepool Borough Council are subject to a declaration of medical fitness by the Council’s Occupational Health Service (having made reasonable adjustments in line with the Equality Act (2010) where necessary.