

Person Specification – SEMH Manager

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| Qualifications | |
| GCSE Maths and English, minimum grade C, or equivalent | Essential |
| A degree in a relevant subject | Desirable |
| Evidence of recent professional development | Essential |
| First aid qualification / training | Desirable |
| Experience | |
| Relevant, recent experience in an 11-16 school in a similar position | Essential |
| Evidence of successful impact on pupil progress and SEMH | Essential |
| Evidence of experience of working with pupils with a variety of SEMH needs including pupils with SEBD SEN and having successful outcomes | Essential |
| Experience of managing other people | Essential |
| Experience of restraint training | Desirable |
| Evidence of running CPD in a relevant area | Desirable |
| Experience of running successful individual and small group SEMH focused sessions | Essential |
| Experience of working with parents/carers and other agencies | Essential |
| Skills, Knowledge and Understanding | |
| A good knowledge of strategies and techniques in behaviour management | Essential |
| An understanding and belief in the power of inclusive education | Essential |
| Knowledge of the different types of outside agencies and services that can support pupils with effective outcomes | Essential |
| An ability to diffuse difficult situations and find constructive ways forward with a focus on removing obstacles to learning | Essential |
| A sound understanding if the processes of school improvement | Essential |
| An understanding of quality first teaching, responsive teaching, planning and assessment for learning | Desirable |
| A good knowledge and an awareness of developments in the National Curriculum and other statutory requirements at KS3 and KS4 | Essential |
| An awareness of the range of strategies to address the differing needs which exist in the mixed ability classroom | Essential |
| Ability to communicate effectively and appropriately with both staff and pupils, and to be able to prepare reports, profiles and maintain clear and comprehensive records | Essential |
| An understanding of pedagogical approaches and their impact on progress and achievement | Essential |
| An sound command of data and how to use it effectively to narrow the gap | Essential |
| A familiarity with IT and with its educational uses as well as an ability to use it effectively to fulfil data input requirements | Essential |
| A commitment to raising achievement and experience of devising and implementing successful strategies in order to do this | Essential |
| An understanding of target setting and action plans | Essential |
| Personal Qualities | |
| A 'visible' leader with the ability to relate well to people at all levels | Essential |
| Ability to inspire, challenge, influence and motivate others | Essential |
| An absolute commitment to the belief that every child deserves the very best education | Essential |
| A passion for the values of community education | Essential |
| An ability to maintain professional integrity even when under pressure | Essential |
| Flexibility and resilience | Essential |
| An ability and desire to work in a high challenge and low threat way to ensure improvement in all areas | Essential |
| High organisational skills including the ability to prioritise and manage time effectively | Essential |
| Capacity and enthusiasm for hard work and challenge | Essential |
| Able to work as part of a team whilst also being self-motivated | Essential |
| Emotional intelligence | Essential |

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| Capacity to reflect on practice | Essential |
| An understanding of the strategies for ensuring inclusion, diversity and access | Essential |
| Reliability, honesty and trustworthiness, demonstrating the highest professional standards | Essential |
| Ability and confidence to communicate effectively both verbally and in writing | Essential |
| A commitment to on-going personal development and willingness to undertake appropriate training | Essential |
| Evidence of commitment to safeguarding and protecting the welfare of children | Essential |

Appointment to the post is subject to a satisfactory enhanced DBS check.

This post is exempt from section 4(2) of the Rehabilitation of Offenders Act (1974) as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purposes.