



Employee Specification Form

Important - Study "Explanatory Notes" printed overleaf before completing form

Post Number	
Job Title	Key Stage 2 Resourced Provision Teacher
Prepared by and date	Rebecca Bridges(October 2025)

Essential Personal Attributes	Stage Identified	Desirable Personal Attributes	Stage Identified
Qualifications <ul style="list-style-type: none"> Qualified Teacher Status (QTS) with evidence of ongoing professional development in SEND Willingness to undertake further specialist SEND or leadership training 	Application	<ul style="list-style-type: none"> NASENCo Award or similar postgraduate SEND qualification Additional qualification or training in SEMH, SEND or therapeutic approaches Team Teach or equivalent training in positive behaviour support 	Application
Experience <ul style="list-style-type: none"> Proven successful experience teaching children with social, emotional or mental health needs, preferably within a resourced provision or specialist setting Experience in leading or coordinating SEND/SEMH provision Proven experience teaching primary-aged pupils (KS2) Experience leading a team or coordinating support staff (e.g., TAs, therapists) Experience using differentiated, trauma-informed approaches Experience of working in partnership with families and external agencies Skilled in developing and evaluating personalised learning plans and provision maps 	Application, Interview & Reference	<ul style="list-style-type: none"> Experience of setting up/developing a new provision, curriculum or initiative Involvement in strategic planning or school improvement in SEND provision Experience of working with external agencies (e.g. CAMHS, educational psychologists, social care) 	Application, Interview & Reference
Knowledge and skills <ul style="list-style-type: none"> Knowledge of the SEND Code of Practice and statutory responsibilities Strong understanding of SEMH needs and strategies to support them Ability to establish and manage a safe, structured and nurturing environment. Strong classroom management and de-escalation skills; Skilled in promoting emotional literacy and wellbeing Ability to assess and track progress (Boxall or similar) Empathetic, reflective, and emotionally resilient Calm and consistent in approach Excellent communication and teamwork skills Effective communication and interpersonal skills with pupils, staff, parents and external agencies 	Application, Interview & Reference	<ul style="list-style-type: none"> Evidence of innovation and creativity in curriculum design Understanding of current research in best practice, e.g. Zones of Regulation Commitment to trauma-informed inclusive practice Experience designing and evaluating targeted interventions 	Application, Interview & Reference
Special Requirements			

<ul style="list-style-type: none"> • Commitment to safeguarding, inclusion and wellbeing of all pupils • Creativity and adaptability in meeting diverse needs • Good organisational skills and ability to meet deadlines • Warmth, flexibility and a sense of humour • Ability to work as part of an effective team 	Application, Interview & Reference	<ul style="list-style-type: none"> • Willingness to promote after school provision/clubs • Willingness to contribute fully to the wider life of the school. • Sense of humour and optimism 	Application, Interview & Reference
--	------------------------------------	---	------------------------------------

Employee Specification Form

These notes should be studied carefully before completing the form overleaf.

List the personal attributes required to fulfil the duties listed in the job description.

They must be:

- set at a level appropriate to the work to be done and *not* higher than necessary
- stated clearly and specifically
- entirely job related

Essential or Desirable

- Essential

Those requirements without which a candidate would be simply unable to do the job.

Any candidate who does not meet the essential requirements must be rejected.

Examples could be the possession of current driving licence or relevant qualification.

- Desirable

Those requirements which are desirable, but not essential.

A candidate should not be rejected for failing to meet any single desirable requirement.

Examples for certain jobs could be local government experience or knowledge of new technology.

Personal Attributes

- Qualifications

What qualifications, if any, should the postholder possess?

To what level

- Experience

What experience, if any, is relevant?

- Knowledge and Skills

Is there any knowledge (other than that covered by qualifications listed) or skills which are relevant? What should the postholder be able to do?

Do not list attributes which cannot be measured, eg “pleasant personality”, “flexible outlook”. Identify only what the postholder needs to do that requires him/her to be pleasant and flexible. Is it that the person needs to communicate effectively with callers (pleasant) or will need to work flexible hours (flexible).

Try to specify the levels of skills that are required, eg if numeracy is specified as a requirement, you should indicate the levels of skill, ie keeping records of petty cash or able to control and monitor substantial budgets.

- Special Requirements

Are there any conditions of service which differ from the norm and with which the postholder must comply? eg live-in requirements, flexible working hours, weekend working.

Stage Identified

Indicate at which stage in the selection process the personal attribute is to be identified, eg application form, interview, tests, references, etc