SEMH Primary Teacher: Haywood Grove School

# Job Description – SEMH Primary Teacher

Job Title: SEMH Primary Teacher  
Reports to: Headteacher or other senior leader   
Grade/Scale: MPS + SEN Allowance (or other   
Contract Type: Full time

## Main Purpose of the Role

To teach and nurture a class of children with SEMH needs, providing high-quality education that supports their academic, social and emotional development within a trauma-informed framework.

## Key Responsibilities

### Teaching and Learning

- Plan and deliver creative, differentiated lessons that meet the individual needs of children with SEMH

- Create a calm, safe, inclusive classroom environment rooted in co-regulation and emotional literacy

- Assess, track and support progress

- Maintain high expectations for each child’s development and potential

- Integrate therapeutic approaches into teaching as needed

### Relationships and Behaviour

- Establish trusting, respectful relationships with children, rooted in consistency and emotional attunement

- Use behaviour support strategies in line with school policy

- Support children in developing self-regulation skills and positive relationships

- Model emotional regulation, restorative practice, and reflective dialogue

### Safeguarding and Wellbeing

- Actively contribute to safeguarding and promoting the welfare of children

- Work closely with the school’s designated safeguarding leads (DSLs)

- Participate in clinical supervision and reflect on practice

### Professional Collaboration

- Work effectively with teaching assistants, therapists, and the wider team

- Contribute to EHCP reviews, support plans and multi-agency meetings

- Engage in ongoing CPD including training in trauma-informed and neurodiverse approaches

- Communicate regularly with families in a supportive, non-judgmental manner

# Person Specification – SEMH Primary Teacher

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| Criteria | Essential | Desirable |
| Qualifications | QTS | Additional training in SEND, trauma-informed practice or therapeutic teaching |
| Experience | Experience teaching in primary setting Experience supporting children with SEMH, trauma, or SEND | Experience working in a specialist provision or alternative provision setting |
| Knowledge & Understanding | Understanding of trauma-informed practice Knowledge of SEMH needs and neurodiversity Curriculum knowledge across EYFS/KS1/KS2 Understanding of safeguarding and child protection | Understanding of sensory integration and therapeutic approaches |
| Skills & Disposition | Strong classroom management rooted in relationships Excellent communication and collaboration skills Reflective and open to feedback Emotionally resilient and calm under pressure Creative and flexible in meeting children’s needs | Experience with restorative approaches, PACE, Windows of Stress Tolerance or similar |
| Personal Attributes | Passionate about inclusion and equity Warm, nurturing and empathetic Committed to ongoing professional development High expectations and belief in pupil potential | Keen to contribute to whole-school development and innovation |