



Person Specification



Primary/secondary teacher and mentor

	ESSENTIAL	DESIRABLE
Education level & Qualifications:	<p>Qualified Teacher Status (DfE Number)</p> <p>Subject specialism: numeracy/literacy</p> <p>Primary or secondary trained</p>	<p>Experience in mainstream and in special school</p> <p>Special needs qualification i.e. Mental Health training</p> <p>Higher level qualification in SEND or English</p> <p>Other subject specialism</p>
Technical Skills / Experience Knowledge & Expertise:	<ul style="list-style-type: none"> • Thorough knowledge of the National Curriculum for Key Stages 2 and/or KS3/4 • Be able to teach range of disciplines, e.g. cooking • Experience and knowledge of good and ‘best’ practice in curriculum planning, development and implementation, assessment and evaluation of pupil progress including preparing pupils for externally accredited awards and qualifications – e.g. ASDAN, Entry level, Unit awards • In particular, proven experience of teaching pupils with SEN in primary or secondary phase age groups (within mainstream or specialist settings) • Experience of managing assessment, recording and reporting processes in accordance with schools and similar institutions’ policies and procedures • Experience of engaging in successful appraisal and all aspects of performance management • Knowledge and proven delivery of school inclusion, coupled with a strong ethos regarding pupil centered practice 	<p>Knowledge/ qualification in child development or specific SEND pedagogical practices</p> <p>Knowledge and experience of Trauma Informed practice</p> <p>Post graduate level qualification in Education</p> <p>National Professional Qualification e.g. NPQML/SL or a new NPQ</p>

	<ul style="list-style-type: none"> • A thorough understanding and proven track record of being an effective tutor and/or mentor participating in the delivery of a wide range of pastoral care initiatives • Commitment to Downland School's aims and objectives – able to demonstrate an understanding and personal commitment to safeguarding and promoting the welfare of children and young people 	
Personal Skills	<ul style="list-style-type: none"> • Evidence of excellent interpersonal and communication skills (both verbal and written) • Evidence of experience, ability and enthusiasm for collaborative working across multi-disciplinary team and with other settings • Excellent organisational skills; able to balance conflicting priorities and manage time • Good data analysis skills (assessment for learning) including being able to operate a range of school data management systems • Demonstrable commitment to innovative techniques to improve the quality of teaching and learning • Demonstrate commitment to stay up to date with all areas of 'best' practice in English, locally and nationally, including research and government led initiatives • Physically and emotionally resilient in order to work with children and young adults with challenging behaviour and with a range of complex SEND 	Leadership/coaching training

January 2026