

Inaura School - PSHE / RSHE Teacher – Person Specification

Essential

- Qualified Teacher Status (QTS) or equivalent.
- Strong knowledge of statutory PSHE/RSHE guidance, including recent updates.
- Experience working with students with SEMH needs or in alternative provision.
- Ability to design adaptive, trauma-informed learning experiences.
- Excellent communication skills and a relational, student-centred approach.
- Commitment to safeguarding, inclusion and equality.

Desirable

- Experience delivering 1:1 and small-group interventions.
- Training in trauma-informed practice, Thrive, restorative approaches or similar.
- Experience writing policies, schemes of work or curriculum frameworks.
- Understanding of multi-agency working and external partnerships.

What Success Looks Like

Students demonstrate:

- Respect for themselves and others
- Healthy, safe decision-making
- Improved wellbeing and resilience
- A strong sense of identity and belonging
- Readiness for adulthood and post-16 pathways
- The confidence to achieve their aspirations and thrive

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • QTS or equivalent • Evidence of ongoing CPD in safeguarding, SEND or SEMH 	<ul style="list-style-type: none"> • Additional training in trauma-informed practice, Thrive, restorative approaches or counselling • PSHE Association membership or accredited training
Knowledge of PSHE and RSHE	<ul style="list-style-type: none"> • Strong understanding of statutory PSHE/RSHE guidance, including recent updates • Understanding of safeguarding, SMSC and British Values requirements 	<ul style="list-style-type: none"> • Experience aligning PSHE/RSHE with whole-school personal development frameworks
Understanding of SEMH	<ul style="list-style-type: none"> • Deep understanding of SEMH needs and barriers to learning • Knowledge of trauma-informed, relational and attachment-aware practice 	<ul style="list-style-type: none"> • Experience in alternative provision or specialist SEMH settings

Curriculum and Policy Development	<ul style="list-style-type: none"> • Ability to design schemes of work, policies and adaptive learning sequences • Experience creating visual, practical and discussion-based resources 	<ul style="list-style-type: none"> • Experience leading a subject area or contributing to whole-school curriculum development
Teaching and Learning	<ul style="list-style-type: none"> • Ability to plan and deliver 1:1 and small-group lessons • Skilled at adapting content to emotional readiness and communication needs • Confident using formative, supportive assessment 	<ul style="list-style-type: none"> • Experience delivering targeted interventions or therapeutic-informed sessions
Relational Practice	<ul style="list-style-type: none"> • Ability to build trust, safety and belonging through consistent, relational approaches • Skilled in de-escalation, co-regulation and emotionally safe communication 	<ul style="list-style-type: none"> • Experience in restorative conversations or family-based support
Safeguarding	<ul style="list-style-type: none"> • Strong understanding of safeguarding responsibilities and thresholds • Ability to identify concerns and work with DSLs and external agencies 	<ul style="list-style-type: none"> • Experience contributing to Early Help, multi-agency meetings or risk assessments
Communication and Collaboration	<ul style="list-style-type: none"> • Excellent communication with students, families and professionals • Ability to work collaboratively within a multidisciplinary team 	<ul style="list-style-type: none"> • Experience coordinating external agencies or workshops
Personal Qualities	<ul style="list-style-type: none"> • Empathetic, patient and reflective • Resilient, flexible and calm under pressure • Committed to inclusion, diversity and student voice 	<ul style="list-style-type: none"> • Creative approach to engagement, enrichment and experiential learning