



Required skills for class teacher in an Inclusion Base (Ages 7–11)

1. Specialist Teaching & Learning Skills for Key Stage 2

- Ability to use a wide range of teaching and learning strategies to support pupils with varied social, emotional, mental health, and behavioural needs.
- Secure understanding of the Key Stage 2 curriculum, including literacy, mathematics, science, and foundation subjects, with the ability to adapt learning to meet individual needs.
- Skill in planning engaging, well-structured lessons that motivate pupils who may have experienced disrupted education or barriers to learning.
- Competence in delivering personalised learning programmes that address both academic gaps and individual strengths.
- Ability to use practical, multi-sensory, and experiential learning approaches to increase engagement and success.

2. Strong SEMH-Informed Practice

- Thorough understanding of how trauma, attachment difficulties, adverse childhood experiences, and emotional dysregulation can impact learning, behaviour, and relationships.
- Ability to interpret behaviour as communication and respond using relational and restorative approaches.
- Skilled at adapting teaching, expectations, and support according to pupils' emotional, social, and developmental needs.
- Ability to build strong, trusting relationships that promote safety, engagement, resilience, and positive self-esteem.
- Ability to identify and respond appropriately to safeguarding concerns, recognising how vulnerability can present in pupils with SEMH needs.

3. Behaviour Support and Relational Practice

- Ability to establish and maintain clear, consistent routines and expectations that provide structure and psychological safety.
- Skilled in using de-escalation techniques and preventative strategies to support emotional regulation.
- Competence in implementing restorative approaches that help pupils understand the impact of their actions and repair relationships.
- Consistent use of praise, recognition, and appropriate consequences to promote positive behaviour and personal responsibility.
- Ability to support pupils in developing self-regulation, emotional literacy, and problem-solving skills.

4. Assessment & Data Use Adapted for SEMH Contexts

- Ability to assess and monitor academic progress alongside social, emotional, behavioural, and attendance outcomes.
- Competence in identifying learning gaps and using assessment information to plan targeted interventions.
- Understanding of how to measure and celebrate small-step progress to increase confidence, engagement, and motivation.
- Skill in providing constructive feedback that promotes resilience, independence, and a growth mindset.
- Ability to contribute effectively to individual pupil plans, reviews, and transition processes.

5. Communication & Relationship-Building

- Strong communication skills that enable effective engagement with pupils, families, colleagues, and external professionals.
- Ability to develop positive partnerships with parents and carers, recognising their crucial role in supporting pupil success.
- Capacity to work collaboratively with multi-agency teams to support complex pupil needs.
- Ability to model empathy, respect, emotional regulation, and restorative communication within all interactions.
- Confidence in advocating for pupils and contributing to professional discussions regarding their needs and progress.

6. Professional Qualities Essential for SEMH Provision

- Reliability, resilience, flexibility, and a calm, consistent approach, particularly during challenging situations.
- Commitment to safeguarding, inclusion, equality, and maintaining professional boundaries.
- Strong reflective practice and willingness to continually adapt approaches to meet individual pupil needs.
- Commitment to ongoing professional development in areas such as SEMH, trauma-informed practice, behaviour support, safeguarding, and relational approaches.
- High expectations for all pupils, combined with an understanding that progress may look different for children with complex needs.
- Genuine belief in every pupil's capacity to succeed and achieve positive outcomes, regardless of previous experiences or barriers to learning.