

JOB DESCRIPTION

Job Title:	Teacher - English	Job Ref:	
Location:	Christchurch Learning Centre	Grade:	MPS plus 1 SEN
Reports to:	Mr Philip Gavin - Headteacher		

Main job purpose

To provide high quality teaching and learning opportunities that encourages, supports and enables pupils to achieve positive progress and outcomes and to be successful learners.

Responsible for delivering quality education across a range of pupil needs (e.g., learning difficulties, behavioural, social, emotional, mental health and medical needs) and for the most part delivered in small groups, 1:1 to 1:6.

To promote individual pupil's academic and social emotional development through the creation and implementation of stimulating programmes of study, in line with DfE requirements and Ofsted expectations.

To provide a stable, caring, supportive and nurturing learning environment which facilitates spiritual, moral, cultural development and wellbeing.

To offer guidance and support within a pastoral role which supports positive pupil mental health and wellbeing. This may require collaborative work with a number of external agencies and a solid knowledge of safeguarding and safer working practices.

To communicate effectively with parents and other stakeholders in order to enhance pupils' development and achievement.

Main job role / responsibilities

1. To plan and deliver the teaching of English across Key Stage 3 & 4. Developing schemes of work, materials, syllabuses and appropriate policies/strategies which promote positive progression.
2. Provide clear structures for lessons which maintain pace, motivation differentiation and challenge for all pupils and their individual abilities, meeting the needs of all learners.
3. To endeavour to achieve GCSE accreditation or equivalent.
4. To contribute to other teaching areas as demand and expertise suggests.
5. To record, monitor, evaluate and assess pupil progress, including assisting in the preparation and delivery of pupil passports and/or individual education plans.
6. Set, mark and monitor pupils' classwork and homework in line with the school policy and practice, providing constructive oral and written feedback and set targets for pupils' progress, according to the school's assessment policy and practice.
7. Use relevant data to set clear targets for pupils' achievement.

8. To be familiar with strategies, teaching approaches and materials appropriate to the teaching of pupils with a wide range of learning difficulties including emotional and behavioural difficulties.
9. To set and endeavour to maintain high expectations for behaviour and progress.
10. To act as a tutor when required and to carry out duties associated with that role, which may include the development of personal and social education programmes for identified pupils.
11. To attend departmental and whole school development meetings as identified by the Headteacher.
12. To foster positive relationships between parents, carers and external agencies.
13. To promote multi agency collaboration and planning.
14. To attend professional meetings when required and undertake appropriate professional development.
15. To contribute to the formal assessment of pupils with special educational needs by providing specialist advice and reports as required by statutory regulations.
16. To work as a member of designated teams and contribute positively to effective working relations within school.
17. To contribute to and work towards the continuing progress of the Department Action Plan.
18. To contribute to the continuing progress towards the Centre Development Plan and Ofsted expectation.
19. Promoting and safeguarding the welfare of pupils in accordance with the Centre's safeguarding and child protection policy.
20. Any other lesser or comparable duties as required.

Other specific duties and additional responsibilities

1. To lead by example as a classroom teacher, upholding professional conduct and practice at all times in line with the school's Staff Conduct Policy and expectations for practice.
2. To play a full part in the life of the school community, to uphold and support its vision and ethos and to encourage and ensure staff and students follow this example.
3. To ensure that at all times you are following the school's Staff Conduct Policy and practice.
4. To actively engage in the performance management process and continue personal development.
5. To undertake any other duty as specified by STPCD and not mentioned above.
6. To undertake any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
7. Once having crossed the Threshold: To make a substantial and sustained contribution to the work of the school as agreed with the Headteacher.
8. Undertake a lunchtime duty at least once a week and will be provided with a free lunch.

Knowledge and Skills

1. Secure subject specific knowledge and skills to assess and track progress.
2. Ability to differentiate and deliver creative learning experiences.
3. Knowledge and experience in meeting the needs of special educational needs.
4. A clear understanding of behaviour related challenges and appropriate strategies to overcome them.
5. Excellent interpersonal and communication skills.
6. The ability to self-evaluate and evolve practice to match the needs of individual pupils.
7. A desire to make a difference for pupils who are finding it difficult to access education.
8. Knowledge and understanding of relevant safeguarding requirements and reporting /recording expectations.

Supervision & management

1. Performance Management of teaching staff will be conducted by the Headteacher and or Deputy Headteacher in accordance with teachers pay and conditions expectations.
2. The English department has a designated English Lead, who is responsible for day-to-day management of the department and direction of staff.
3. Lesson observations and scrutiny of work will be conducted on a termly cycle and through negotiation with performance reviewer.
4. Support and guidance can be sought from the Leadership team, identified UPS 3 staff and external support services as required. Access to wellbeing support is also available.

Working Environment

The Centre consists of 19 staff who work across two sites. The main site provides education packages for pupils that have been permanently excluded. Our second site supports pupils that are unable to access mainstream education due to medical/mental health concerns.

Staff are required to attend a morning brief each day from 8:30 am – 8:45 am before commencing the school day. Pupils arrive from 8:45 and lessons start at 9:00 am.

Lessons are 45 minutes in duration with 7 lessons per day. Due to the limited size of the buildings, class sizes are limited to between 4-6 pupils.

Lunch is at 12:00 pm at both sites, for 45 minutes. Staff supervise this period on rotation and support the delivery of free school meals for pupils.

Some of the school day will consist of formal reporting and recording which will require staff to work at computer stations.

There may be occasional need to use physical intervention in order to maintain a safe environment and/or good order. Staff will only be permitted to do so if they have completed the appropriate training.

Some activities such as PE are conducted off site at approved venues. Many activities are conducted by qualified professionals however, Centre staff may be required to lead/supervise some activities as directed.

Progression in Post (if applicable)

Teachers Pay and Conditions apply to the post. Progress through the main pay scale and or UPS stages will be reviewed and considered at appropriate performance management meetings.

Job description prepared by:	P. Gavin
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Designation:	Headteacher	Date:	16.03.2026
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