**Hill Park School (The Hive)**

**Job Description & Person Specification**

**Key Stage 3/4 English Teacher**

**Post: Key Stage 3/4 English Teacher**

**Scale/Allowance TMS/ UPS + SEN1**

**Responsible to Deputy Head – Head of The Hive**

 **Executive Head Teacher (Overall)**

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This role is to teach KS3/4 English up to Functional Skills and GCES level.

**Purpose of Teacher Role**

**Teaching**

* Set high expectations which appropriately inspire, motivate and challenge autistic students with mental health needs
* establish an emotionally safe environment for students who are anxious
* demonstrate consistently the positive attitudes, values and behaviour which are expected of students
* promote good progress and outcomes by students
* be accountable for students’ attainment, progress and outcomes
* be aware of students’ capabilities and their prior knowledge, and plan teaching to build on these
* guide students to reflect on the progress they have made and their emerging needs
* demonstrate knowledge and understanding of how autistic students learn and how this impacts on teaching
* make use of formative and summative assessment to secure students’ progress
* use relevant data to monitor progress, set targets, and plan subsequent lessons
* give students ‘neuro affirmative’ feedback, both orally and through accurate marking, and encourage students to respond to the feedback

**Behaviour Support**

* support positive behaviour effectively to ensure an emotionally and physically safe learning environment
* have clear expectations for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
* maintain good relationships with students, exercise appropriate authority, but with flexibility to take account of their autism when needed

**Fulfil wider professional responsibilities**

* make a positive contribution to the wider life and ethos of the school
* develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
* deploy support staff effectively
* take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
* communicate effectively with parents with regard to students’ achievements and well-being.

**Demonstrate good subject and curriculum knowledge**

* have a secure knowledge in your subject area(s)
* demonstrate an understanding of appropriate language and communication to use with autistic students
* have a secure understanding of how a range of factors can inhibit autistic students’ abilities to learn, and how best to overcome these

**Plan and teach well-structured lessons**

* plan and deliver effective lessons for small groups of autistic students with highly individual needs
* set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
* reflect on the effectiveness of lessons and approaches to teaching (pedagogy) that give the best outcomes for autistic students
* contribute to the design and provision of an engaging curriculum within your subject area(s)

**Personal and Professional Conduct**

* treat students with dignity, and at all times observing proper boundaries appropriate to a teacher’s professional position
* having regard for the need to safeguard students’ well-being, in accordance with statutory provisions o showing tolerance of and respect for the rights of others
* not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* ensuring that personal beliefs are not expressed in ways which exploit students’ vulnerability or might lead them to break the law
* Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
* Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

*April 2025*

**Person Specification**

Please use this to structure your application.

|  |  |  |
| --- | --- | --- |
|  | Essential | Desirable  |
| 1. **Qualifications**
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| 1. Qualified Teacher Status (QTS)
2. Additional Qualification in Autism, Special Education or Mental Health
 | x | x |
| 1. **Knowledge and Experience**
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| 1. Recent experience in teaching students with an EHCP defining special educational needs, which must include autism
2. Worked with pupils, who have speech and language difficulties including social communication
3. Experience of teaching students with sensory processing issues and dysregulated behaviour
4. Experience of assessing pupil learning and progress holistically
5. Experience of assessing pupil learning and progress in KS4 at Entry Level, BTEC , Foundation Level and GCSE
6. Evidence of understanding how to adapt the curriculum to the needs of students with autism
 | XX XXxx |  |
| 1. **Skills and Qualities**
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| 1. Demonstrate ability of how to organise and manage a classroom to create an appropriate learning environment for students with autism
2. Demonstrate success in promoting the progress and well-being of students with autism
3. Ability to create individualized / adapted learning programmes
4. Experience of teaching the KS3 or KS4 National Curriculum
5. Experience of liaising with a range of associated professionals.
6. Understand the skills of working with / leading a team.
7. Demonstrate an understanding of the challenges that might be faced by parents and carers.
8. Demonstrate successful experience of contributing to a whole school approach.
 | XXXXXXXX |  |
| **4.Personal Qualities** |
| 1. Demonstrate an ability to be flexible and resilient, including when managing dysregulated behaviours
2. Be reflective of your practice and demonstrate an ability for continuous improvement.
3. To be physically fit in order to carry out a range of manual handling procedures.
4. Evidence an understanding of Equalities in the workplace
 | XXXx |  |