

Job Description for the Post of Class Teacher at Nightingale Community Academy

Job Purpose:

To plan, deliver, and evaluate high-quality teaching and learning for pupils with Social, Emotional, and Mental Health (SEMH) and ASD needs, supporting their academic, social, sensory and emotional development. The postholder will play a key role in establishing and developing Nightingale Community Academy.

Key Responsibilities:

1. Teaching and Learning

- Plan, prepare, and deliver high-quality, differentiated lessons tailored to pupils with SEMH and ASD needs.
- Develop schemes of work, lesson plans, and learning resources in line with the school's specialist curriculum and individual pupil needs.
- Use a range of teaching strategies and interventions to engage pupils, support emotional regulation, and encourage social and academic development.
- Assess, monitor, and record pupil progress, using data and observations to inform planning and provide timely interventions.
- Set clear learning objectives, success criteria, and behavioural expectations, adapting approaches to meet the needs of all pupils.
- Promote the development of life skills, independence, resilience, and positive social interactions.

2. SEMH, ASD and Pastoral Support

- Create a safe, structured, and nurturing learning environment that supports pupils' emotional wellbeing and self-esteem.
- Provide consistent pastoral care, guidance, and support for pupils with complex SEMH/ASD needs.
- Work collaboratively with colleagues, parents, and external agencies to implement effective support plans and strategies for individual pupils.
- Promote positive behaviour and emotional regulation, using de-escalation techniques and restorative approaches where appropriate.

3. Contribution to School and Satellite Centre Development

- Contribute to the phased establishment and growth of the new satellite site, supporting the development of its culture, policies, and operational practices.
- Collaborate with colleagues across the academy and the wider OHCAT Trust to ensure consistency of practice and effective transition planning for pupils.
- Support the integration of new pupils both girls and boys into the new secondary provision and promote an inclusive environment that meets the needs of all learners.
- Engage in initiatives to develop specialist SEMH and ASD teaching strategies, resources, and curriculum innovation.

4. Professional Development and Accountability

- Participate in ongoing professional development to enhance skills in SEMH/AS education, safeguarding, and inclusive teaching practices.

- Engage in performance management, self-evaluation, and peer review to maintain high professional standards.
- Maintain accurate and timely records of pupil progress, interventions, behaviour, and communication with stakeholders.
- Contribute to staff meetings, planning sessions, and multi-agency reviews to support pupils' holistic development.

5. Administrative and Other Duties

- Ensure compliance with all statutory requirements, safeguarding procedures, and school policies.
- Contribute to extracurricular activities, school events, and community engagement initiatives as required.
- Undertake any other duties reasonably required by the Headteacher that are consistent with the responsibilities of the role

6. Whole School Responsibilities

- Contribute to school improvement planning and self-evaluation.
- Participate in appraisal processes.
- Comply with all Academy policies and procedures.
- Play a full and active role in the life of the school.

Additional notes

- Job Descriptions are to be reviewed annually
- The responsibilities listed above are the essentials of the post; it is always open to the postholder to propose ways of extending these responsibilities
- The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

Person Specification for the Post of Class Teacher

The Person Specification shows the abilities and skills you will need to carry out the duties in the Job Description. Shortlisting is carried out based on how well you meet the requirements of the Person Specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your Application Form. If you are selected for interview, you may be asked also to undertake practical tests to cover the skills and abilities shown below.

Area	Requirements	Essential/Desirable
Qualifications	Qualified Teacher Status (QTS) Or equivalent	Essential
	Evidence of recent safeguarding training relevant to children with SEMH/ASD needs	Essential
	Postgraduate qualification in Special Educational Needs (SEN), SEMH, ASD or related area	Desirable
	Training in Trauma-Informed Practice, Attachment, or similar SEMH-specific frameworks/ ASD structure TEACH approach	Desirable
Experience/Knowledge	Proven experience teaching pupils with SEMH/ASD needs	Essential
	Experience teaching, ideally in a special school	Essential
	Knowledge of the national curriculum and statutory guidance for SEN provision	Essential
	Experience creating and delivering personalised learning plans for pupils with complex needs	Essential
	Knowledge of effective behaviour management strategies, including de-escalation techniques and restorative approaches	Essential
	Understanding of social, emotional, and mental health issues affecting children and strategies to support them also autism.	Essential
	Experience liaising with multi-agency teams, parents, and carers	Essential
	Experience supporting pupils' transitions (between phases or schools)	Desirable
Skills & Abilities	Ability to create a safe, structured, and supportive learning environment for pupils with SEMH/ASD needs	Essential
	Excellent classroom management skills and resilience in managing challenging behaviour	Essential
	Strong planning, organisational, and assessment skills, including the ability to monitor progress against EHCP targets	Essential
	Effective communication and interpersonal skills with pupils, colleagues, parents, and external agencies	Essential
	Ability to differentiate teaching to meet the individual needs of all pupils	Essential
	Competence with IT tools for teaching, assessment, and	Desirable

	communication in a school setting	
	Capacity to contribute to curriculum development, site set up, and phased expansion of the school	Desirable
Personal Attributes	Empathy, patience, and resilience in supporting pupils with complex SEMH/ASD needs	Essential
	Commitment to the ethos, values, and inclusive culture of Nightingale Community Academy and OHCAT	Essential
	Passion for improving outcomes and life chances for pupils with SEMH/ASD needs	Essential
	Reflective practitioner who actively engages in continuous professional development	Essential
	Enthusiasm for contributing to the development of a new SEMH/ASD provision and innovative approaches to teaching	Desirable

Orchard Hill College & Academy Trust is proud to be a Disability Confident Employer, committed to creating an inclusive and supportive workplace for all.

Orchard Hill College & Academy Trust endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

*This **Job Description** and **Person Specification** is current but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in job requirements which are commensurate with the job title and grade in line with the school's changing needs.*

*In line with the statutory guidance in Keeping Children Safe in Education, the Trust reserves the right to request and review references **prior to interview** as part of our safer recruitment process. Any concerns raised will be followed up with the applicant before a recruitment decision is made.*