



BOWDEN HOUSE SCHOOL

Primary/Secondary SEMH Teacher



This is a unique opportunity for a primary trained teacher who would like the challenge of working in a special, residential school assisting with students transitioning between primary and secondary provision. The successful candidate will deliver a primary curriculum within the expectations and environment of a secondary school.

Bowden House School is maintained by the London Borough of Tower Hamlets and provides specialist, residential education and care for boys between the ages of 9 – 16+ years. The school is situated between Brighton and Eastbourne and enjoys exceptional teaching resources and separate accommodation including an Independence Unit for years 12 & 13. Our students are the subjects of EHCPs which identify their social, emotional and mental health needs and how these have impacted upon their education within mainstream or specialist day provision. There is also provision for students to attend on a daily basis if they live local to the school.

Employment details

Job title:	Primary/Secondary SEMH Teacher
Reports to:	Deputy Headteacher
Hours of work:	Monday to Friday Full time

JOB DESCRIPTION

Main duties/responsibilities

Job purpose
<ul style="list-style-type: none"> provide high-quality support, teaching and learning experiences for primary/secondary aged students with SEMH needs under the direction of the Deputy Headteacher
<ul style="list-style-type: none"> liaise and work with other professionals and parents/carers to enhance a co-ordinated and consistent approach to primary/secondary aged students with SEMH needs
<ul style="list-style-type: none"> create and manage a caring, supportive and stimulating learning environment where students can learn, flourish and enjoy all aspects of education to assist in a successful move from primary into secondary provision
<ul style="list-style-type: none"> develop and manage opportunities for primary/secondary aged students with SEMH needs to access mainstream learning as part of our expanding programme of inclusion
Main duties and responsibilities
<ul style="list-style-type: none"> deliver high quality specialist teaching ensuring therapeutic models of best practice to strengthen the whole learning experience for students with SEMH needs who have significant gaps in their academic and social development as a result of periods out of education and disruptive home lives. Many of our students face a challenge moving from primary into secondary education
<ul style="list-style-type: none"> plan opportunities to develop the social, emotional and cultural aspects of students' learning
<ul style="list-style-type: none"> provide clear structures for lessons which maintain pace, motivation and appropriate challenge
<ul style="list-style-type: none"> deliver a bespoke Stage Not Age primary curriculum to all students
<ul style="list-style-type: none"> include learning outside the classroom to enable students to engage with nature and to experience all curriculum areas in a variety of settings

<ul style="list-style-type: none"> maintain and develop teaching and assessment materials
<ul style="list-style-type: none"> work in partnership with the Assistant Teacher in the whole teaching and learning experience adopting therapeutic models to address trauma, attachment disorder and other areas of dysfunction connected with SEMH needs
<ul style="list-style-type: none"> ensure a consistent approach to managing behaviour and promoting positive attitudes to learning
<ul style="list-style-type: none"> contribute to development planning, evaluation and quality improvement processes
<ul style="list-style-type: none"> make effective use of assessment information on students' attainment and progress
<ul style="list-style-type: none"> collect and record data to support teaching and learning targets
Communication
<ul style="list-style-type: none"> understand and value the role of families/carers as partners in supporting their children to achieve positive outcomes
<ul style="list-style-type: none"> embrace the ethos and culture of the Bowden House School community and promote the concept of We Not Me
Safeguarding
<ul style="list-style-type: none"> take responsibility for promoting and safeguarding the welfare of all students
<ul style="list-style-type: none"> have a clear understanding of Child Protection protocols
Professional Development
<ul style="list-style-type: none"> contribute to and be up-to-date with, the research and development in the field of SEMH
<ul style="list-style-type: none"> undertake appropriate continued professional development activities as agreed with the Deputy Headteacher
<ul style="list-style-type: none"> share expertise and knowledge of primary education with others
<ul style="list-style-type: none"> participate in INSET programmes
Additional duties
<p>This is a new and unique opportunity where the successful candidate will be expected to show flexibility, initiative and commitment. It is, therefore, likely that roles and responsibilities will evolve and this post-holder may be required to undertake additional duties at the request of the Deputy Headteacher or Executive Head</p>

Person specification

	Essential	Desirable
Qualifications and training	<p>The successful candidate will:</p> <ul style="list-style-type: none"> be a graduate with qualified teacher status in primary education 	<ul style="list-style-type: none"> professional SEN qualification willingness to learn and take part in CPD evidence of therapeutic support to aid learning
Experience	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> experience of teaching primary-aged students with SEMH needs in specialist or mainstream settings and proven experience of high standards of classroom practice experience of managing complex and difficult behaviours and mental health issues proven experience of raising expectations and positive outcomes in the classroom 	<ul style="list-style-type: none"> evidence of the use of assessment strategies mentoring ability to offer extra-curricular activities
Knowledge and skills	<p>The successful candidate will have a strong knowledge of:</p> <ul style="list-style-type: none"> the impact of SEMH on students' learning, social and emotional development including an understanding of trauma-informed practices up to date knowledge of the range of teaching, learning and behaviour management strategies and how to implement them effectively Safeguarding & the Protection of Children; Equal Opportunities; Health & Safety & SEND ability to prepare and plan effectively 	<ul style="list-style-type: none"> local and national legislation knowledge and understanding of the role of external agencies that support the provision for SEN students
Personal qualities	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> emotional resilience in working with challenging behaviours proven ability in assisting primary-aged children to cope with the demands of a secondary school setting proven ability to build effective relationships with parents/carers, students and colleagues the ability to promote development and change the ability to work as part of a team good communication skills and a professional understanding of the importance of confidentiality the ability to reflect on their practice a commitment to continuing personal and professional development 	
Safeguarding & Child Protection	<p>The successful candidate will undertake an enhanced Disclosure and Barring Service and barred list check.</p>	