



Great Oaks School

Specialist Class Teacher- SEMH

Scale: Main Pay Scale (incl UPS) + Special Educational Needs Allowance

School: **Great Oaks School**

Job Description

Due to the expansion of the school, we are seeking a dedicated and experienced Teacher to join the Team at Great Oaks. In response to the needs of our incoming Year 7 Cohort, we are looking for an excellent teacher who is passionate about supporting young people with Social, Emotional and Mental Health (SEMH) developmental needs. With a passion for supporting young people to overcome barriers to learning, the ideal candidate will be experienced in teaching young people with a range of needs and supporting them to develop their social and emotional skills as well as making progress with their learning.

You will need to have a creative approach to curriculum delivery and the skills to continuously improve the learning experience of the young people you teach. A deep understanding and belief in the importance of the power of positive relationships and understanding of approaches which work well for young people with SEMH developmental needs are essential for this role.

As a skilled teacher, the work you do will be immensely rewarding and allow you to truly make a difference in the lives of young people, contributing to the development of social, life and independence skills.

Job Specific Duties and Responsibilities (Management / specialist teaching etc.)

- Oversee the inclusion, learning and progress for a group of students who have identified SEMH needs alongside their learning needs (initially, this will be a group of Year 7 Students)
- Develop, plan and implement an ambitious and engaging curriculum adapted from existing Great Oaks Schemes of work
- Support the continuing professional development of our learning support staff within the class base
- Demonstrate unconditional positive regard for all students and recognise the importance of relational practice at the heart of their work
- Alongside the leadership team, develop a clear culture and ethos for the class which is rooted mutual respect and has high expectations of the students learning and engagement
- Ensure there are clear systems in place to support the development of students' social and emotional skills and this work is maintained as a "golden thread" throughout the day

Teaching Duties and Responsibilities

To be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document 2024. The following duties shall be deemed to be included in the professional duties which the Teacher may be required to perform:

- Lesson Planning and Teaching Responsibilities: Plan, prepare, and deliver lessons across various subjects, using agreed formats; set, mark, and assess work according to pupils' educational needs. Be confident adapting the curriculum in line with individual needs, seeking support where needed.
- Pastoral Care and Student Support: Manage a tutor group, oversee their pastoral care, maintain discipline, and promote pupil well-being and equal opportunities; support social skills development during lunch and other activities.
- Education, Health and Care Plans: Ensure students are making progress towards the outcomes in their EHCPs and be responsible for supporting and reviewing this progress by:
 - Setting IEP Targets which are small steps towards the outcomes
 - Ensuring students receive the provision listed in Section F of their EHCP, liaising with colleagues where needed
 - Be responsible for preparing annual review paperwork and leading the annual review
- Collaboration and Professional Development: Participate in meetings, contribute to curriculum development, engage in performance reviews, and support the professional development of peers and staff, including induction and training.
- Health, Safety, and Communication: Safeguard pupils' health and safety, promote and implement the school's health and safety policies, and communicate effectively with pupils, parents, and other professionals.
- Specialist Input and Additional Duties: Develop expertise in supporting pupils with learning difficulties, differentiate teaching materials, provide personal care when needed, be prepared to teach on any school site, and undertake any additional responsibilities assigned by the Headteacher.
- The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.



Great Oaks School is part of the Solent Special Education Trust (SST). The post holder will, at all times carry out his / her duties in accordance with the policies of the Trust. The Solent Special Education Trust are absolutely committed to safeguarding and promoting the welfare of our learners and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

Person Specification

Professional Qualifications

Essential

- Qualified teacher Status
- A degree in a relevant discipline
- Willingness to undertake further training to develop skills in teaching pupils with SEN

Desirable

- Further study in Special Education
- Recent training in communication methods – signing (Makaton or Signalong) / PECs / objects of reference
- Training in meeting needs of pupils on the autistic spectrum
- Training and understanding of supporting students with SEMH developmental needs e.g. (PACE, Trauma-Informed and attachment aware approaches)

Teaching Competencies and Experience

Essential

- Experience of teaching pupils with special educational needs in primary, secondary or special school contexts
- Experience of Teaching pupils working at Year 3 levels or below.
- Experience of working with students with SEMH needs, who may exhibit behaviours which challenge
- Ability to work within and organise class team
- Up-to-date knowledge of curriculum issues and assessment requirements
- Ability to reflect on own practice and manage own professional development.
- Personal competence in IT including the use of email, Microsoft Office and cloud systems e.g. SharePoint.
- Ability to attend sensitively to personal care needs of children

Desirable

- Experience working within a specialist environment for students with SEMH needs
- Experience working with students with a range of learning difficulties
- Experience in meeting the needs of young people with challenging behaviour including training in physical interventions (e.g. Team-teach Securicare)
- Knowledge and understanding of sensory approaches to learning
- Knowledge of current issues and initiatives in the field of Special Educational Needs.
- MIDAS qualification
- Experience of teaching PSHE
- Sound knowledge of approaches to teaching literacy.

Personal Qualities

Essential

- Approachable and caring attitude towards both pupils and adults.
- An understanding of a range of issues
- High level of commitment, enthusiasm and resilience
- Ability to contribute to multi-disciplinary team
- Flexible and open to the ideas of others.
- Ability to manage change.
- Prepared to ask for advice and support where necessary.
- Ability and willingness to be supportive to colleagues professionally and personally.
- Ability to communicate effectively with people at all levels.
- Effective and efficient management of time.

Desirable

- Experience of having developed good communication skills with parents and a range of different professionals
- Qualities or interests that can be offered in a lunchtime or extended school activity