

Autism.
Redefining
what's
possible.

Application Pack

Teacher (GCSE Specialist: English,
Maths or Science)



Recruitment to the post of:

Teacher (GCSE Specialist: English, Maths or Science)

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Letter from the CEO

Dear Applicant,

Thank you for your interest in the post of Teacher (GCSE Specialist: English, Maths or Science) at Remarkable Autism Ltd. For over 50 years Remarkable Autism Ltd (formerly known as Wargrave House Ltd) has grown into one of the country's leading providers of services for autistic children and young people. Remarkable Autism Ltd supports over 100 autistic children, young people and their families and carers, through the specialist educational and therapeutic services that are offered. Over 120 staff are employed in services extending across the North West, from Merseyside to Greater Manchester, Lancashire, Cheshire and North Wales, supporting autistic children and young people to lead happy and fulfilled lives.

As a prominent provider of educational and therapeutic services to children and young people with autism, you will work with the Senior Leadership Team to provide a sector-leading service to our people to take forward our ambitious strategy.

In return, we can offer an excellent remuneration package as well as the opportunity to make a difference to the lives of the people we support.

Best Wishes



Robin Bush

Chief Executive Officer

In our words...

At Wargrave House School we are looking for individuals who are creative, proactive and proficient in engaging with and educating autistic children and young people, we are not your 'off the shelf' everyday school'. We offer a bespoke learning environment where no one day is the same. We support the education and life skills development of the children and young people who we work with. Wargrave House School is committed to enhancing outcomes for all our learners, we are aspirational, creative, respectful and resilient, this is a fabulous opportunity to work with a highly committed team of professionals.

At Wargrave House School we strive to improve quality of life, increase independence and break down barriers to learning in order to support all our learners to have happy fulfilled lives.



Juliet Doherty

Interim Head Teacher



Rebecca Kayll

Primary Head Teacher



Matthew Norris-Hamilton

Secondary Head Teacher

Application process

To apply, please submit an application via our careers page at:

<https://careers.remarkable-autism.org/careers>

Please ensure that your application details include;

- your current salary (remuneration),
- notice period

Closing date for applications: 12th May 2026

If you have any questions about the process, then please email us at:

recruitment@remarkable-autism.org

To have an informal conversation about the role, please contact Juliet Doherty, Head of Adult Services on 01925 224 899

Our background

Founded by Bessie Berman in 1971, Remarkable Autism Ltd is a charity which is comprised of Wargrave House School, a non-maintained special school providing education for children and young people aged 5-18 years, Ascent Autism Specialist College which is an independent specialist college for young people aged 16-25 years and Sundial Therapy which consists of a team of assessment and therapy specialists supporting people of any age with Autism.

Our ethos

We recognise that all our children and young people have very special needs. Compassion, tolerance, respect and positive intervention will lead to effective learning experiences.

Our supportive environment is underpinned by the ethos agreed by everyone at Remarkable. To facilitate this cohesion and to ensure effective participation, much group discussion and consultation is fostered.

All staff meet regularly in a variety of meetings, as communication is key.

We aim to establish a sense of community and care so that staff and students can experience the benefits of being accepted and contribute towards the wider society.

We provide an environment that is educational, homely, and of a high quality to engender a sense of self-worth in all who come here.

We are passionate about creating a diverse workforce and positively encourage applications from under-represented communities. We particularly encourage applications from people from diverse backgrounds.

Our vision, mission and values

What is our vision?

A world where autistic people lead happy and fulfilled lives

What is our mission?

We support and educate autistic people throughout their lives and redefine what is possible by providing innovative and transformative services

What are our values?



We are Creative

We redefine what is possible every day, pushing boundaries and always striving to do things differently and better.



We are Aspirational

We respond with compassion, energy and adaptability, always learning and always focused on creating a legacy of lasting happiness



We are Resilient

We keep our promises and are not afraid to stand up and be counted, honestly, openly, and always with pride.



We are Respectful

We know how important it is to get things right and recognise the views of others. Consistency, kindness and integrity are at the heart of everything we do.

Job description

Job Title:	Teacher (GCSE Specialist: English, Maths or Science)
Responsible to:	CEO / Head Teacher
Staff reporting to post:	STSA 's, TSA 's, Apprentice TSA 's
Salary & hours of work:	37.5 hours per week, Monday–Friday, Term Time Only (190 days + 5 days), Teachers Pay (MPS–UPS + SEN Allowance)

Main Purpose of the Post

1. To carry out the professional duties of a teacher in line with the aims, ethos and values of Remarkable Autism.
2. To deliver high-quality, personalised teaching to autistic learners, supporting both academic achievement and personal development, ensuring that all learners are able to reach their full potential.

Specific Duties and Responsibilities

Teaching & Learning

Under the direction of the Head Teacher:

1. Plan, prepare and deliver effective, differentiated lessons across the curriculum, with a focus on your specialist subject (English, Maths or Science at GCSE level)
2. Develop and implement schemes of work and lesson plans that meet the individual needs of learners
3. Ensure teaching is adapted to meet a range of learning needs, informed by EHCPs and therapeutic guidance
4. Create a safe, structured and stimulating learning environment where all learners can thrive
5. Promote learner engagement, independence, confidence and resilience
6. Work collaboratively with Teaching Support Assistants to support learning and share best practice
7. Ensure continuity, progression and appropriate curriculum coverage for all learners

Assessment, Recording and Reporting

1. Assess, monitor and record learner progress using both formative and summative assessment methods
2. Use a range of assessment approaches including accredited and non-accredited frameworks
3. Provide clear, personalised and constructive feedback to support learner progress
4. Maintain accurate records of learner achievement using school systems and meet all tracking deadlines
5. Prepare reports, progress records and documentation as required
6. Contribute to EHCP processes, including annual reviews and target setting
7. Participate in internal verification (IV) processes and moderation activities
8. Use data effectively to inform planning, identify underachievement and implement targeted support

Job description (continued)

Specific Duties and Responsibilities

Behaviour, Therapeutic and Learner Support

1. Implement Positive Behaviour Support (PBS) strategies consistently in line with school policy
2. Understand and respond to behaviour as a form of communication
3. Embed therapeutic interventions within teaching practice, including speech and language and other specialist guidance
4. Adapt teaching and classroom practice in response to therapeutic recommendations
5. Maintain positive, professional relationships with learners, promoting emotional regulation and wellbeing
6. Ensure communication strategies are consistently applied across all sessions

Personal Care, Welfare and Safeguarding

1. Ensure the welfare, safety and wellbeing of all learners is paramount at all times
2. Support learners with personal care where required, including toileting, hygiene, eating and social development programmes
3. Supervise learners during breaktimes, lunchtimes and off-site activities
4. Administer medication in accordance with care plans and organisational policy
5. Maintain strict confidentiality in relation to learners and families

Curriculum Development and Employability

1. Contribute to the development, implementation and review of the school curriculum
2. Support the integration of employability skills within the curriculum, including teamwork, resilience, workplace expectations and functional skills
3. Work collaboratively with work experience and supported internship teams to support progression planning
4. Adopt a person-centred approach to supporting learners towards sustainable employment outcomes
5. Develop and deliver activities linked to your subject specialism that enhance learner engagement and progression

Working with Others

1. Work collaboratively with Teaching Support Assistants, therapists and other professionals
2. Contribute to multidisciplinary meetings, including learner reviews and welfare meetings
3. Build and maintain positive relationships with parents/carers and external stakeholders
4. Support and mentor colleagues where appropriate
5. Supervise learner placements and volunteers as required
6. Lead and direct Teaching Support Assistants within the classroom to ensure effective support for all learners
7. Clearly communicate lesson objectives, roles and expectations to support staff
8. Provide guidance, support and informal feedback to TSAs to enhance classroom practice
9. Ensure effective deployment of support staff to maximise student progress and independence
10. Model best practice and maintain high expectations for all adults working within the classroom

Job description (continued)

Specific Duties and Responsibilities

Additional Responsibilities – Subject Leadership

Where required, teachers may take responsibility for a curriculum area or subject. This may include:

1. Developing and implementing subject policies and schemes of work
2. Monitoring learner progress and achievement within the subject
3. Using data and evidence to inform subject development plans
4. Supporting colleagues to develop effective teaching practice within the subject
5. Ensuring curriculum coverage, continuity and progression
6. Contributing to whole-school improvement priorities

Professional Development

1. Engage in continuous professional development, including training, INSET and external courses
2. Keep up to date with developments in education and autism practice
3. Reflect on and evaluate own practice to improve outcomes for learners

Safeguarding and Compliance

1. Be aware of and comply with all safeguarding, health and safety, confidentiality and data protection policies
2. Report any safeguarding concerns in line with organisational procedures
3. Understand that failure to report suspected or actual abuse is a disciplinary offence
4. Promote equality of opportunity and inclusive practice
5. All staff have a duty to safeguard and promote the welfare of children and young people and to prevent them from being drawn into extremism in line with Prevent duties.

General Responsibilities

1. Contribute to the wider life, ethos and community of the school
2. Attend meetings, parents' evenings, training and school events as required
3. Accompany learners on trips and off-site activities
4. Maintain high standards of professionalism, punctuality and attendance
5. Carry out any other duties appropriate to the role as directed by the Head Teacher

Values and Behaviours

All staff are expected to demonstrate the Remarkable Autism values:

1. Creative – adapting teaching to meet individual needs and engaging learners
2. Aspirational – maintaining high expectations and striving for the best outcomes
3. Respectful – building positive relationships and valuing every individual
4. Resilient – responding positively to challenges and maintaining a solution-focused approach

Job description (continued)

Common Responsibilities

1. Be aware of and comply with policies and procedures relating to safeguarding, health and safety, security confidentiality and data protection, reporting all concerns to an appropriate person. And record on our secure system. **NB. Failure by a member of staff to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a child or vulnerable adult is a disciplinary offence.** Be aware of and work within the school policies and procedures; Contribute to the development of school policies and procedures;
2. Ensure all learners have equal access to opportunities to learn and develop.
3. Use specialist knowledge, skill, experience and training to act as a mentor to others, providing appropriate guidance and supervision as appropriate.
4. Appreciate the role of, support and work with other professionals e.g. Therapists.
5. Maintain continuity and consistency and ensure good communication by attending relevant meetings e.g. behaviour support meetings, staff meetings, parents' evenings and annual reviews, some of which will take place out of school hours.
6. Set a good example in terms of dress, punctuality and attendance.
7. Participate in training, including INSET days, external courses and conferences in order to keep abreast with current trends and ensure continued professional development.
8. Accompany learners on visits, trips and out of school/college activities as required which will necessitate one to one supervision.
9. Use and promote positive behaviour management strategies, emphasising team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour reducing the need for physical intervention.
10. In accordance with training received, use positive handling techniques to resolve conflicts in ways that are safe, and which provide opportunities for repair and reflection for everyone involved.
11. Carry out specific tasks as required by the Head Teacher.
12. Carry out any other duties as required from time to time by the Chief Executive.
13. Attend staff meetings, parent evenings/workshops and planned after
14. Organisation events as required.
15. Participate in regular supervision/performance management review meetings
16. Maintain confidentiality for all areas of the service, its staff and its operations.
17. To attend appropriate courses, conferences and seminars as authorised by the Chief Executive.
18. To ensure that your conduct within and outside the establishment does not conflict with professional expectations of Remarkable Autism Limited.

It is a requirement upon all staff to report (to the designated Safeguarding Lead, Chief Executive, Head Teacher, or the Governing Body, or other approved inspectorate with which the service has an agreement for inspection under the Children Act 1989, or to the local social services authority or to the police) any concerns they may have about practices in the service, or the behaviour of colleagues, which they consider likely to put at risk of abuse or other serious harm. Staff have a duty to prevent vulnerable students/learners or colleagues from being drawn into terrorism and are required to report any concerns following the Company's Safeguarding Prevent procedures.

Job description (continued)

Remarkable Autism Limited provides a guarantee that the procedures will be invoked in ways that do not prejudice any whistle blower's own position and prospects if they have reported an allegation or concern in good faith.

It is now a requirement that your job description makes it clear that failure by a member of staff to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a student is a disciplinary offence.

Additional information

The work at Remarkable Autism for those working directly with the service users can on occasion be physically demanding and employees must be able to undertake in full the requirements of the job and requisite training.

For the safety of staff and the service users, training will be provided to assist employees to carry out their role, specifically PROACTSCIPrUK, Moving & Handling, First Aid and Health & Safety training (this provides staff with the skills to carry out the sometimes necessary holds in a reasonable and proportionate manner. Employees will be required to fully participate in all training.

Having a disabling condition does not preclude you from working for Remarkable Autism. However you should make Remarkable Autism aware of any adaptations required to enable you to undertake the work.

Confidentiality

Maintain confidentiality for all areas of Remarkable Autism Limited, its staff and its work. The nature of the work within the service entrusts people with confidential information about the students, their families and staff. Any breach of this confidentiality will constitute gross misconduct.

Note: This job description reflects the present requirement of the post. As duties and responsibilities change and develop, the job description will be reviewed and subject to amendment.

Remarkable is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Remarkable operates a safe recruitment process and appointment to the post will be subject to suitable references, online searches, self-declaration, satisfactory pre-employment checks including an enhanced Disclosure and Barring Service check, and where applicable, a prohibition check and section 128 direction check

Signed and accepted:.....

Print name Date:.....

Person specification

Teacher (GCSE Specialist: English, Maths or Science)

You should be able to demonstrate that you meet the following criteria:

E = Essential D = Desirable

Qualifications		
DESCRIPTION		Evidence
Qualified Teacher Status (QTS/QTLS)	E	Application form (proof of qualifications required at interview)
Degree in relevant subject area	E	
Additional SEN/autism qualifications or training	D	
Experience		
DESCRIPTION		Evidence
Experience teaching at GCSE level	E	Application Form Interview References
Experience planning and delivering differentiated lessons	E	
Experience assessing and tracking student progress	E	
Experience working with Teaching Support Assistants	E	
Experience working with students with SEN/autism	D	
Knowledge		
DESCRIPTION		Evidence
Strong subject knowledge	E	Application Form Interview
Understanding of effective teaching and learning strategies	E	
Knowledge of assessment and progress tracking	E	
Awareness of safeguarding responsibilities and procedures	E	
Understanding of equality, diversity and inclusion in education	E	
Understanding of behaviour support approaches (desirable)	E	
Skills		
DESCRIPTION		Evidence
Ability to deliver engaging and effective teaching	E	Application Form Interview
Ability to adapt teaching to meet a range of learning needs	E	
Ability to manage workload and meet deadlines	E	
Ability to work effectively under pressure	E	
Strong communication and interpersonal skills	E	

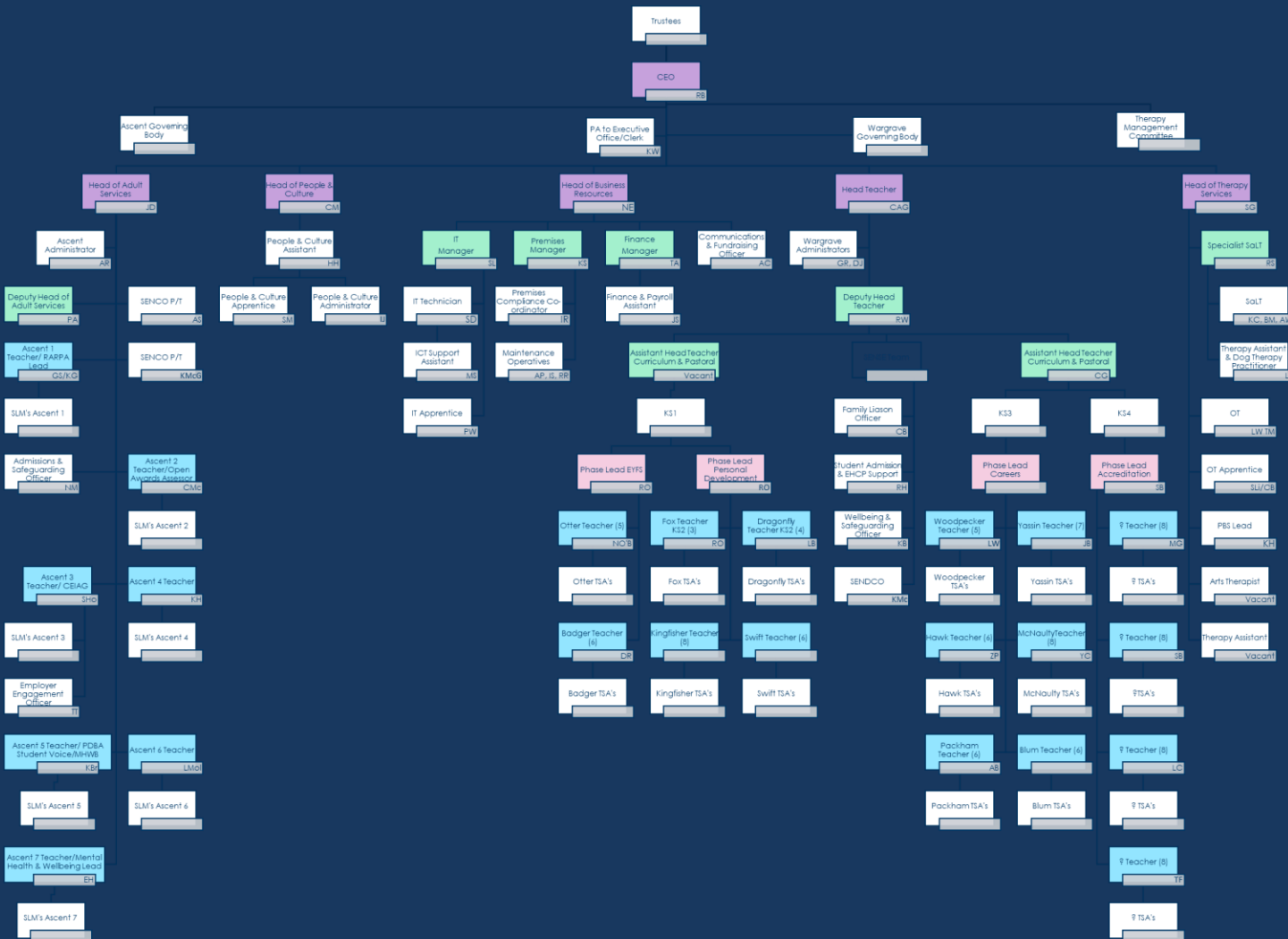
Person specification (continued)

Skills (Continued)		
DESCRIPTION		Evidence
Ability to work collaboratively as part of a team	E	Application Form Interview
Ability to direct and support Teaching Support Assistants within the classroom	E	
Personal Qualities and Attributes		
DESCRIPTION		Evidence
Demonstrates flexibility and adaptability in response to student needs	E	Application Form Interview References
Uses initiative to engage learners and overcome barriers	E	
Passionate about supporting young people with autism	E	
Committed to raising standards and achieving the best outcomes	E	
Demonstrates commitment to personal and professional development	E	
Demonstrates sensitivity, empathy, diplomacy and tact	E	
Actively promotes equality, diversity and inclusion	E	
Maintains confidentiality and professional integrity	E	
Maintains a positive and solution-focused approach	E	
Demonstrates drive, integrity and a sense of humour	E	
Able to remain calm and effective under pressure	E	
Committed to safeguarding and promoting the welfare of children	E	
Actively supports and promotes school policies and procedures	E	
Works collaboratively and contributes positively to the wider team	E	
Commitment to safeguarding and learner welfare	E	
Willingness to undertake training and continuous professional development	E	
Ability to meet the physical and practical demands of the role	E	

Remarkable is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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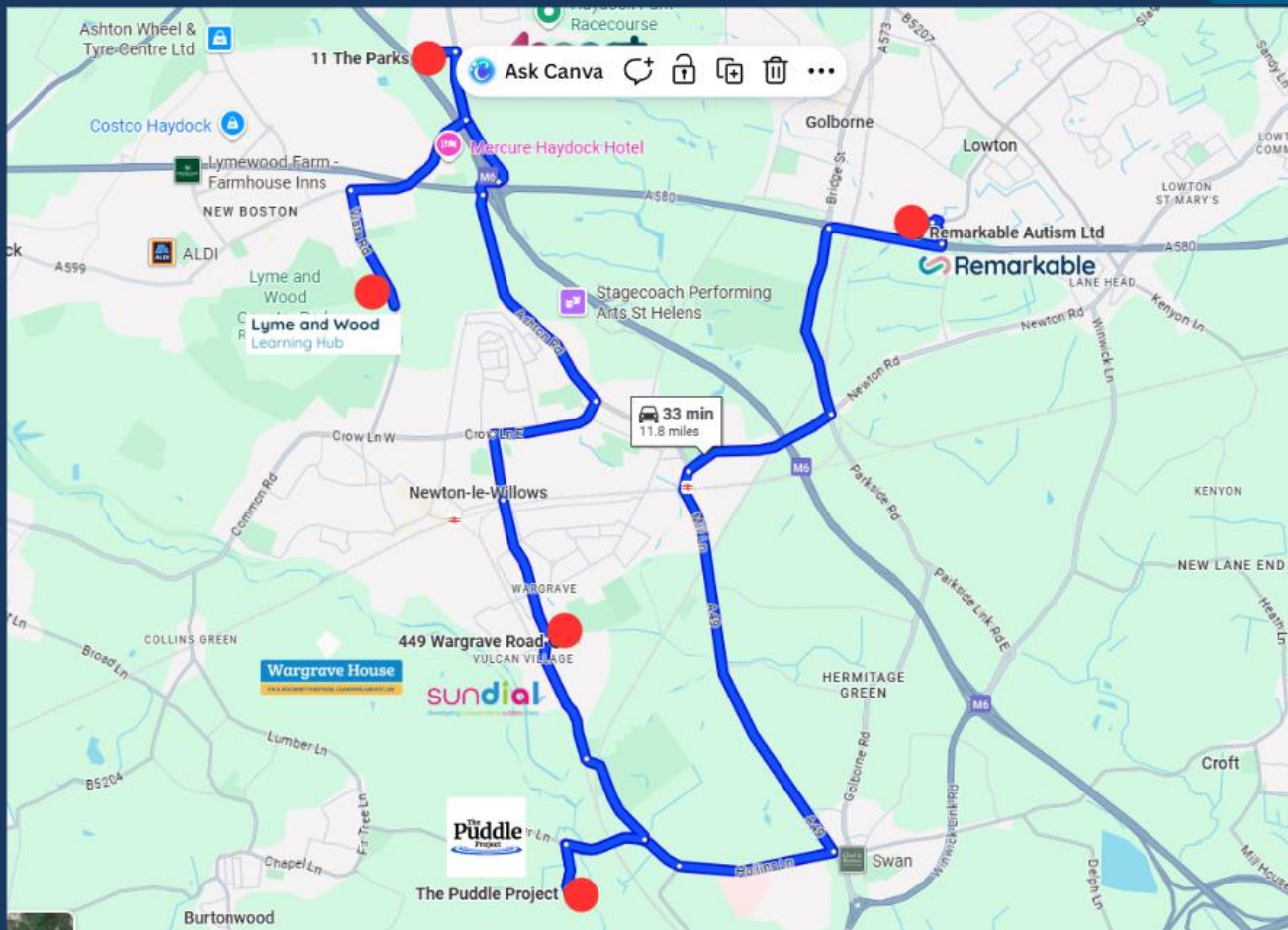
Organisational structure



We are proud to have achieved:



How to find us



Autism. Redefining what's possible.

Remarkable
Stonecross Court Unit 2A,
East Lancashire Road, Lowton,
WA3 3JD

01925 224 899

recruitment@remarkable-autism.org

www.remarkable-autism.org

Ascent Autism Specialist College
449 Wargrave House
Newton-le-Willows
Merseyside, WA12 8RS

Wargrave House School
449 Wargrave House
Newton-le-Willows
Merseyside, WA12 8RS

Sundial Therapy
449 Wargrave House
Newton-le-Willows
Merseyside, WA12 8RS