



## **TEACHER - JOB DESCRIPTION**

FTE Salary: MPS + SEN £2,787

Hours of Work: 32.5 hours per week Monday to Friday

**Contract Type:** Spring Term 2026

### **JOB STATUS**

An enthusiastic and committed specialist teacher to work across our study programmes is required to be part of our team to plan, develop, co-ordinate and implement individual curriculum programmes for students with SLD and ASC. The teacher will have responsibility for a tutor group and will be responsible for learner's attainment and achievement towards their learning outcomes. The teacher will be expected to provide a sensory programme, integrating the physical, academic, social and emotional needs of individual students.

### **JOB PURPOSE**

- To plan and deliver a multisensory curriculum appropriate for a group of students and to lead the teaching and learning activities.
- To raise standards of student's attainment and achievement for all students within assigned groups.
- To be accountable for student progress and development for all students within assigned groups.

## **DUTIES AND RESPONSIBILITIES**

• As defined in the National Pay and Conditions Document.

### Specific

- To complete documentation to appropriate professional/sector standards.
- To raise staff and student awareness of the curriculum, with a particular focus on the needs of students with SLD and ASC.
- To keep up to date with current developments in supporting students across our study programmes.
- To work collaboratively with the college medical team, Occupational Therapist,
   Physiotherapist and Speech and Language Therapist to ensure that individual student needs are met.
- To liaise with parents/carers, where appropriate, to ensure that support needs are identified early and can be met effectively.
- To maintain records of the support provided for students and the impact on their progress and attainment.
- To complete documentation to appropriate professional/sector standards.
- To work flexibly in the interests of the organisation, as required.
- To participate in college review and performance management processes.
- To play an active role in planning for the future development of the provision through team training events/meetings.
- To support and maintain the moral and social ethos of the college.
- To promote the work of the college to other interested parties.





- Contribute to wider whole college improvement as requested.
- Ensure Health and Safety policies and practices, including risk assessments within the curriculum areas are in line with national requirements and are updated where necessary.
- Ensure effective communication/consultation with parents as appropriate.

### **ACHIEVEMENTS AND STANDARDS**

- To be responsible for student achievement and standards.
- To be responsible for the collection and accuracy of data assigned students.
- Analyse and interpret data with regard to specific groups and cohorts.
- Identify and take appropriate intervention action on issues arising from data. Set deadlines and review progress on action taken.
- Ensure that students are working towards their targets identified in their IEP's.
- Co-ordinate reports in line with moderation activities.

# STUDENT WELLBEING

• Identify concerns regarding student welfare and report appropriately.

## **CURRICULUM PROVISION AND DELIVERY**

- Be responsible for individual planning.
- Be responsible for ensuring that there are a stimulating and attractive range of learning environments and resources.
- Ensure that departmental policies and programmes of study are updated in line with the college review cycle.
- Ensure the suitability and rigour of assessment of learning and monitoring students' progress.
- Liaise with specialist staff to ensure access to the curriculum for all individual students.

## **OTHER GENERAL DUTIES**

• To respond to reasonable requests to undertake work of a similar level that is not specified in this job description.

### SUPERVISION RECEIVED

- Supervising Officer's Job Title: Assistant Principal
- Level of Supervision: Left to work within established guidelines subject to scrutiny by supervisor
- Responsible for: Teaching Assistants
- **Liaising with:** Executive Principal, Assistant Principals, Head of Curriculum, Teaching Assistants, support staff, external agencies, parents/carers.

### Notes:

This job description may be amended at any time in consultation with the postholder.

ALL STAFF ARE EXPECTED TO BE COMMITTED TO THE ACADEMY'S EQUAL OPPORTUNITIES POLICY





## **TEACHER - PERSON SPECIFICATION**

Method of Assessment (MOA)

AF = Application Form I = Interview T = Test or Exercise P = Presentation

CRITERIA	ESSENTIAL	DESIREABLE	M.O.A
KNOWLEDGE AND EXPERIENCE	<ul> <li>Knowledge and experience of the intent, implementation and impact of a sensory curriculum.</li> <li>Knowledge and experience of what high quality teaching and learning looks like and the strategies for improving and sustaining it.</li> <li>Experience of analysing and interpreting data to monitor the progress of learners and take action where required.</li> </ul>	<ul> <li>Experience of working in Specialist Further Education College for young adults with SEND.</li> <li>Knowledge and experience of Recognising and Recording Progress and Achievement (RARPA).</li> </ul>	AF/I AF/I
SKILLS AND ABILITIES	Setting expectations and targets for learners in relation to learner achievement and quality of teaching.		AF/I
	<ul> <li>Communicating effectively orally and in writing with parents and support staff.</li> <li>Ensure curriculum coverage is effectively sequenced for all learners, schemes of work are produced and</li> </ul>		AF/I AF/I
	<ul> <li>monitored accordingly.</li> <li>Participate in high quality CPD relevant to your role and the needs of the college.</li> </ul>		AF/I
	Create and maintain a climate which enables learners to develop positive attitudes towards learning.		AF/I
	The drive and ability to set clear expectations and parameters and to hold self-accountable for performance.  Objectivity in accessing own strengths.		AF/I
	Objectivity in assessing own strengths and weaknesses and the ability to assess these accurately.		AF/I
	Have a positive problem-solving approach.		AF/I
	<ul> <li>Commitment to equal opportunities and inclusion.</li> </ul>		AF/I





	Ability to maintain appropriate	AF/I
	relationships with adult learners.	
	Emotional resilience to challenging	AF/I
	behaviour.	
	Ability to be clear of your motivation to	AF/I
	work with adult learners.	
TRAINING	Willingness to participate in further	AF/I
	training and developmental	
	opportunities offered by the college to	
	further knowledge.	
EDUCATION /	Teaching Qualification.	AF/I
QUALIFICATIONS	Good numeracy and literacy skills.	AF/I
	Good ICT skills.	AF/I
OTHER	Willingness to maintain confidentiality	AF/I
	on all college matters.	
	A flexible and positive attitude.	AF/I
	Competent and organised.	AF/I
	Patient.	AF/I
	Enjoy working with young adults.	AF/I
SAFEGUARDING	Enhanced DBS is essential	AF/I
	This post is covered by Part 7 of the	AF/I
	Immigration Act (2016) and therefore	
	the ability to speak fluent English is an	
	essential requirement of the role	
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