Evelina Hospital School

Teacher

Maternity Cover

Job Description and Person Specification

Salary Inner London Mainscale/Upper Pay Scale + SEN Allowance
Contract Full Time Temporary Maternity Cover
Reports to: Senior Leadership Team (SLT) member

Purpose and context:

The appointment is subject to the current conditions of service for teachers outlined in the School Teachers' Pay and Conditions document (STPCD) supplemented by local conditions and other education and employment legislation as appropriate.

The Headteacher and governing body wish to appoint a full-time temporary maternity cover teacher with the ability to teach across all key stages and learning abilities. We welcome teachers with experience from across a range of subject specialisms. The purpose of the role is to provide high-quality teaching and learning for a temporary maternity cover. The successful candidate will join a small and committed team and contribute to the continued development of the school and its ambition to provide outstanding education to all pupils.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships and work with parents / carers in the best interest of pupils. Teachers secure effective education for all pupils and the continuous improvement of all teaching and learning in the school. Teachers assess, record, monitor and report on the progress and attainment of pupils having regard to the curriculum of the school.

Principle accountabilities:

Duties to be carried out in conjunction with the duties of school teachers as set out in the School Teachers' Terms and Conditions Document.

A. Safeguarding, welfare and compliance

- Promote and safeguard the welfare of all pupils in accordance with statutory guidance and school policies.
- Conduct dynamic risk assessments reflecting the changing hospital environment and individual medical needs.
- Share information appropriately and securely, maintaining confidentiality and data protection requirements.
- Maintain a calm, safe, well-organised learning environment in classrooms and ward settings.
- Keep accurate records including registers, safeguarding logs, behaviour records, attendance and statutory information.

B. Curriculum, Teaching and Assessment

- Plan and deliver high-quality teaching for mixed-age, mixed-ability groups, adapting to pupils' interests, medical needs, and home-school curriculum.
- Ensure continuity of education whether teaching on wards or in the school classroom.
- Teach core skills including science, language, literacy, numeracy, and PSHE



- Demonstrate willingness to develop the skills and knowledge to teach a range of subjects across one or more core subjects.
- Use formative and summative assessment to set targets, track progress, and shape future planning.
- Produce high-quality reports including discharge summaries and end-of-term reports.
- Assess children's progress and maintain records in accordance with school policies and procedures.
- Maintain subject knowledge, respond to relevant legislation, and engage in moderation and quality assurance.
- Support flexible curriculum provision to meet fast-changing pupil intake and diverse learning needs.

C. Inclusion and Additional Needs

- Support pupils with SEND, ensuring appropriate monitoring and provision.
- Deliver adaptive teaching for pupils with a wide range of needs, including complex medical and/or learning needs.
- Apply positive behaviour strategies appropriate to pupils' emotional, medical and social contexts.
- Communicate sensitively with families and professionals.

D. Leadership, People and Professional Development

- Contribute to the School Development Plan, self-evaluation and monitoring activities.
- Attend and engage in meetings, INSET, professional learning and twilight sessions.
- Support a curriculum area as agreed with the Headteacher.
- Model effective practice and support colleagues, trainees and supply staff.
- Use and manage relevant subject area and shared resources effectively.

E. Partnerships with Families and Agencies

- Work in partnership with parents and carers to support continuity of learning.
- Liaise with home schools to share progress and support reintegration.
- Work collaboratively with play team, clinical teams, therapists, ward staff and other professionals.
- Contribute to outreach activities and wider hospital-school partnerships.

F. Wider School Contribution

- Promote the school's ethos, values and behaviour expectations.
- Participate in whole-school activities that enhance and support curriculum, wellbeing, social development and cultural enrichment.
- To ensure that the school's aims and objectives in relation to the curriculum, equal opportunities and discipline are promoted in every day classroom organisation and practice.
- Follow the schools' policies and procedures.
- Undertake additional reasonable duties according to school needs.

G. In addition to the above, to support the leadership and development of an agreed curriculum or specialist area by:

- Supporting the implementation and ongoing development of the agreed area across the school.
- Monitoring provision and helping identify priorities for improvement.
- Maintaining and developing relevant resources and guidance.



- Supporting colleagues through sharing good practice and specialist knowledge.
- Promoting inclusive approaches that meet the needs of pupils with medical, SEND and learning needs.
- Contributing to self-evaluation, curriculum development and school improvement activities.
- Keeping up to date with national developments and supporting implementation as appropriate.
- The extent of these responsibilities will be proportionate to the fixed-term nature of the post and determined in discussion with the Headteacher.

POST-THRESHOLD TEACHERS
(Upper Pay Range Standards)

In addition to meeting all core teacher standards, post-threshold teachers will:

- Contribute significantly to whole-school policy implementation, modelling and promoting collective responsibility.
- Demonstrate extensive knowledge of adaptive teaching, personalised learning, behaviour strategies and hospital-school pedagogy.
- Show deep understanding of assessment requirements and qualifications across stages taught, including adapting assessment within medical constraints.
- Possess advanced subject and curriculum knowledge, including progression pathways and implications for teaching pupils with interrupted schooling.
- Demonstrate flexibility and creativity in designing sequences of learning that meet varied needs in mixed-age, mixed-ability, medically complex groups.
- Show teaching skills that lead to strong pupil progress relative to starting points, often within very short or disrupted learning windows.
- Promote effective teamwork, contributing to professional development through mentoring, coaching, modelling practice and giving constructive feedback.
- Provide advice on children's development, wellbeing and medical-educational considerations based on substantial experience.



PERSON SPECIFICATION: Teacher (Maternity Cover)		
Qualifications	E/D	I/A
Qualified Teacher Status with graduate level qualifications recognised by the DFE.	E	A
Experience working with students with special educational needs and students in vulnerable groups.	E	A
Evidence of recent, relevant professional development.	D	A
Knowledge and understanding		
Understanding of current school policy and practice, including delivery of the Ofsted framework in a hospital school context	D	I/A
Excellent knowledge of pedagogy and curriculum best practice, particularly for pupils with medical needs, across hospital, home, special, mainstream, and independent school settings.	E	I/A
Strong understanding of how medical needs affect achievement, with strategies to narrow attainment gaps.	D	I/A
Knowledge of equality, diversity and inclusion, and strategies for addressing these in schools.	E	I/A
Strong understanding of behaviour management strategies at whole-school level, appropriate to a hospital and outreach context, in line with policy.	E	I/A
Up-to-date knowledge of safeguarding and child protection requirements.	E	I/A
Good knowledge of statutory requirements for pupils across all phases.	D	I/A
Up-to-date understanding of health and safety in both hospital and school settings.	E	I/A
Aptitudes, skills and competencies		
Support a small cross-curricular department (e.g. good organisation, ability to meet deadlines, inter-personal, team-building skills, with the ability to be flexible and adapt quickly)	E	I/A
Design, deliver and regularly update a curriculum subject based on core skills and linked to the National Curriculum, suitable for small groups of children aged 5-16+, adapted to meet mixed ability needs within a hospital school setting.	E	I/A
A good understanding of what 'assessment for learning' looks like in practice, and the ability to implement this in day-to-day teaching and the monitoring of pupil progress.	E	I/A
A very good understanding of the psycho-dynamics of learning and positive behaviour/positive handling strategies.	E	I/A
A good knowledge of cross-curricular applications of ICT and the competence to apply this knowledge imaginatively and effectively in teaching and to support leadership and management roles.	E	I/A
Communicate sensitively and effectively to children, parents/carers and a wide range of professionals supporting children and families within the hospital setting and beyond, both verbally and in writing.	E	I/A
Master a range of teaching styles and adapt the lesson at very short notice to provide challenge for high attaining learners and learners with profound and multiple disabilities.	E	I/A
Attributes		
A consistently good to outstanding classroom practitioner, able to model best practice.	E	I



Demonstrated ability to influence practice positively, support colleagues and contribute to curriculum development	D	I
Ability to articulate and implement a clear vision for high-quality education in a hospital school.	D	I
Excellent communication skills (oral and written) with a range of audiences.	E	I/A
Ability to relate effectively to children of all ages, backgrounds, and abilities, responding to individual needs.	E	I/A
Proven ability to build strong relationships across the school, hospital, and wider community.	D	I
Flexible, approachable, and solution-focused, with strong personal presence.	D	I/A
Skilled in applying a range of behaviour management strategies adapted to medical, social, and emotional contexts.	D	I/A
Ability to work effectively under pressure, prioritise, and make sound decisions.	E	I/A

Special conditions

A person who:

- Leads by example, models a solution-focused approach to problems and takes personal initiative.
- Respects others and anticipates needs.
- Enjoys teaching and personal learning.
- Emotional resilience and ability to manage feelings appropriate to context.
- Is honest and reliable.
- Flexible self-starter willing to teach across all phases

Key: E = Essential D = Desirable A = Application I = Interview

REFERENCE

Confidential references will generally be requested once the long-list has been compiled as part of our Safer Recruitment practice. They will form an integral part of the final selection process.

SAFEGUARDING

Evelina Hospital School is committed to safeguarding and promoting the welfare of children and young persons at all times. The Deputy Headteacher will be responsible for promoting and safeguarding the welfare of all children with whom they come into contact, in accordance with the School's Safeguarding policies.

DBS

The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

All appointments are subject to satisfactory references and an enhanced DBS check.