

Job Description for the Post of Unqualified Teacher at Nightingale Community Academy's Satellite Centre

Job Purpose:

As an **Unqualified Teacher**, you will support the delivery of high-quality learning experiences for pupils with SEMH/ASD needs. You will work under the guidance of senior teachers and the leadership team to create engaging, structured lessons that promote academic progress, personal development and emotional wellbeing.

This role is ideal for individuals with experience supporting young people in education, youth work or therapeutic settings who wish to develop a teaching career within specialist education.

Key Responsibilities:

1. Teaching and Learning

- Plan, prepare and deliver learning activities under the supervision and guidance of qualified teachers and the Senior Leadership Team.
- Create a safe, structured and engaging classroom environment where pupils feel valued and motivated to learn.
- Adapt lesson content and approaches to meet individual learning styles, needs and interests.
- Use a range of strategies to support pupils' focus, participation and progress.
- Contribute to the development of individual learning plans (ILPs) and Education, Health and Care Plan (EHCP) targets.

2. Supporting Emotional and Behavioural Development

- Build positive, trusting relationships with pupils to foster emotional safety and security.
- Model calm, consistent and respectful communication at all times.
- Implement behaviour support plans effectively and use restorative approaches to manage challenges.
- Support pupils in recognising, expressing and regulating emotions appropriately.
- Promote self-esteem, resilience and positive attitudes to learning.

3. Assessment and Record Keeping

- Monitor, assess and record pupils' progress in academic and personal development areas.
- Provide clear feedback to pupils to encourage reflection and improvement.
- Contribute to progress reviews, reports and target setting.
- Work collaboratively with colleagues and external professionals to share insights and strategies.

4. Working as Part of a Team

- Collaborate with teaching assistants, pastoral leads, therapists and senior staff to ensure consistent support for all pupils.
- Participate in staff meetings, professional learning and supervision sessions.
- Contribute to the wider life of the school, including enrichment activities, trips and community engagement.
- Communicate effectively with parents and carers to share progress and celebrate achievements.

5. Safeguarding and Professional Standards

- Promote and safeguard the welfare of children and young people at all times.
- Maintain confidentiality, professionalism and respect for pupil dignity.

- Follow all school policies, including those relating to safeguarding, behaviour, equality and health and safety.
- Engage in reflective practice and professional development, with a willingness to work towards Qualified Teacher Status (QTS) or equivalent routes.

Additional notes

- Job Descriptions are to be reviewed annually
- The responsibilities listed above are the essentials of the post; it is always open to the postholder to propose ways of extending these responsibilities

Person Specification for the Post of Unqualified Teacher

The Person Specification shows the abilities and skills you will need to carry out the duties in the Job Description. Shortlisting is carried out based on how well you meet the requirements of the Person Specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your Application Form. If you are selected for interview, you may be asked also to undertake practical tests to cover the skills and abilities shown below.

Area	Requirements	Essential/Desirable
Qualifications	GCSE (or equivalent) Grade 4/C or above in English and Maths	Essential
	Degree-level qualification or equivalent experience	Desirable
	Evidence of relevant professional development or training in education, youth work, or behaviour support	Desirable
	Training in behaviour management, de-escalation, or Team Teach (or willingness to undertake training)	Desirable
	Willingness to work towards Qualified Teacher Status (QTS) or equivalent professional accreditation	Desirable
Experience/Knowledge	Experience working with children or young people with Social, Emotional and Mental Health (SEMH) needs	Essential
	Understanding of the barriers to learning experienced by pupils with SEMH needs	Essential
	Experience supporting learning in an educational, alternative provision, or youth/community setting	Essential
	Experience using strategies to support emotional regulation and positive behaviour	Essential
	Awareness of safeguarding and child protection procedures	Essential
	Understanding of trauma-informed and restorative practices	Desirable
	Familiarity with the SEND Code of Practice and the purpose of Education, Health and Care Plans (EHCPs)	Desirable
	Experience of contributing to individual learning or behaviour plans	Desirable
Skills & Abilities	Ability to plan and deliver engaging and differentiated learning activities	Essential
	Strong classroom and behaviour management skills, with a calm and consistent approach	Essential
	Ability to build positive, trusting relationships with pupils, colleagues and families	Essential
	Excellent communication and interpersonal skills	Essential
	Ability to reflect on and adapt practice to meet the needs of individual learners	Essential
	Competence in monitoring and recording progress towards learning or behavioural goals	Essential

	Ability to work collaboratively within a multidisciplinary team	Essential
	Organisational skills to manage resources, planning and classroom routines effectively	Desirable
	Basic ICT skills to support planning, teaching and record-keeping	Essential
Personal Attributes	Empathetic, patient and emotionally resilient	Essential
	Passionate about improving outcomes for pupils with SEMH needs	Essential
	Reflective and open to professional learning and feedback	Essential
	Committed to inclusion, equality and safeguarding	Essential
	Reliable, flexible and adaptable to changing needs	Essential
	Positive, proactive and creative approach to engaging learners	Essential
	Ability to remain calm under pressure	Desirable
	Motivated to progress within specialist education and develop teaching skills	Desirable

Orchard Hill College & Academy Trust is proud to be a Disability Confident Employer, committed to creating an inclusive and supportive workplace for all.

Orchard Hill College & Academy Trust endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This **Job Description** and **Person Specification** is current but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in job requirements which are commensurate with the job title and grade in line with the school's changing needs.

In line with the statutory guidance in Keeping Children Safe in Education, the Trust reserves the right to request and review references **prior to interview** as part of our safer recruitment process. Any concerns raised will be followed up with the applicant before a recruitment decision is made.