



<b>Post Title</b>	Teacher	<b>Reports to</b>	Headteacher
<b>Hours per week</b>	Full time	<b>Weeks per year</b>	Term time
<b>Contract type</b>	Permanent	<b>Salary</b>	MPS

Job Description	
<b>School Overview</b>	
<p>The Lion Works School is an Independent special school. We are part of an ethical and progressive organisation that believes it can achieve real change for children, young people and their families.</p> <p>The Lion Works School is situated within the BCP local authority. We offer an academic and vocational specialist learning provision across KS3, KS4 and Post 16 aiming to reduce barriers to enable successful learning experiences and outcomes. There are a variety of routes a student can take, which include GCSEs, BTECs and other accredited qualifications whilst building confidence, improving wellbeing, enabling self-regulation and increasing attendance. Our school is full of life and has a wealth of resources to spark interest and ignite that passion to achieve, equipping our students for everyday life and the opportunities that await them.</p>	
<b>Purpose of the Role</b>	
<p>We are seeking an experienced and compassionate teacher to join our team in supporting students with Emotional Based School Avoidance (EBSA) and other barriers to engagement. This is an exciting opportunity for an outstanding, committed, and motivated practitioner to contribute to the development of high-quality teaching, learning, and curriculum across both the school and outreach provision. The successful candidate will demonstrate a genuine passion for inspiring and re-engaging pupils who have experienced disrupted education, helping them rebuild confidence and achieve their full potential.</p> <p>The role involves teaching across Key Stages 3 and 4, including GCSE, BTEC, and Functional Skills pathways, and may take place in students' homes or a designated hub setting. Most students will have gaps in their learning, and the successful candidate will tailor teaching to meet these individual needs, planning and delivering a personalised, progressive curriculum that addresses learning gaps, promotes engagement, and supports aspirational outcomes. A strong understanding of strategies for supporting students with EBSA, Autism, and other neurodiverse needs is essential.</p>	
<b>Key Accountabilities &amp; Duties</b>	
<p><b>As a teacher, you will:</b></p> <ul style="list-style-type: none"> <li>• Plan, implement and deliver highly personalised learning programmes for students educated at home or in alternative settings, including KS2, KS3, GCSE and Functional Skills pathways</li> <li>• Deliver a broad, balanced, relevant and differentiated curriculum that meets individual need and supports gaps in learning</li> <li>• Use trauma-informed and EBSA-aware practice to reduce anxiety and increase engagement</li> </ul>	

- Monitor and support the academic, emotional and social development of students
- Provide learning experiences that enable students to achieve their full potential and build confidence in learning
- Contribute to raising standards of attainment and progression
- Create a safe, calm and consistent learning environment in home or outreach settings
- Work collaboratively with teaching assistants and other professionals supporting the student
- Maintain accurate and up-to-date records of student work, progress and engagement
- Mark and provide feedback on work within an agreed and reasonable timeframe
- Assess, record and report on progress and use this to inform future planning
- Provide both academic and pastoral support in line with agreed procedures
- Keep appropriate records of students' work
- Mark and return work set, including homework within an agreed and reasonable time
- Assess, record and report on development, progress and attainment and use this knowledge and understanding to extend and challenge students' learning
- Provide academic and pastoral support to students in accordance with agreed procedures

**As a member of staff, you will:**

- Ensure that your practice and conduct is consistently of a high standard
- Manage student issues within agreed protocols
- Undertake such other reasonable duties as the Headteacher may require from time to time and review this Job Description annually with the Headteacher
- Participate in the school's appraisal and supervision process and to undertake any training that may be appropriate
- Support and promote our school ethos and approach
- Take appropriate responsibility to ensure the health and safety of self and others
- Pursue the achievement and integration of equal opportunities throughout all The Lion Works School's activities
- Adhere to the Staff Handbook and Code of Conduct
- Uphold our safeguarding culture of vigilance at all times, ensuring the safeguarding of students is always of paramount importance and follow the school's safeguarding and child protection policy.

**Duties falling within the scope of designated contact hours:**

- Teaching of students
- Continually maintain and develop teaching and learning approaches
- Planning, risk assessing and supervising enrichment activities, including trips and visits
- Supporting activities relating to employability, work experience and volunteering
- Participation in curriculum development activities
- Attending meetings both internally and externally
- Attendance at consultation evenings, open evenings and award events
- Marking of students' work and of internal examinations and assessments

- Invigilating exams
- Supervising students' break and lunchtimes, including leading activities
- Completing general administration relevant to the role, including paperwork in relation to student disciplinary matters, student profile and progress updates adhering to deadlines
- Preparation of reports on student progress for parents/carers
- Contributing to the reports written for both parents and local authorities, including providing timely feedback to the SENDCo for Annual Review meetings.
- Attending staff development events and weekly staff meetings
- Undertaking and meeting any relevant CPD requirements
- Liaising with our therapy team and other specialists to ensure enhanced provision is in place at all times
- Liaising with parents/carers and outside agencies

**The above list of duties is not exhaustive and is subject to change. The post holder may be required to undertake other duties within the scope and grading of the post.**

#### **Equal Opportunities**

The Lion Works School will seek to ensure that all existing and potential employees and students are given equal opportunities for employment and education. It is committed to the elimination of unlawful or unfair discrimination on the grounds of sex, age, marital status, colour, race, nationality or other ethnic or national origin, disability, sexuality, trade union membership or activity and religious background. The school will seek to ensure that no applicant for employment or education is disadvantaged by conditions or requirements which cannot be justified. The school aims to provide an open welcoming and safe environment for all its students, employees, and visitors.

#### **Safeguarding**

The Lion Works School is committed to safeguarding and promoting the welfare of children, and we expect all staff to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be conducted; references will be sought, and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies.

We comply with the Disclosure & Barring Service (DBS) code of practice and have a written policy on the recruitment of ex-offenders, both of which are available on request. If you are shortlisted, you will be required to declare any relevant convictions, adult cautions or other matters which may affect your suitability to work with children. As a result of amendments to the Rehabilitation of Offenders Act 1974 (exceptions order 1975) in 2013 and 2020, some minor offences are now protected (filtered) and should not be disclosed to potential employers, and employers cannot take these offences into account.

<b>Person Specification</b>		
<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>
Knowledge	<ul style="list-style-type: none"> <li>• Up-to-date subject knowledge across core areas from KS2</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in specialist or alternative provision settings</li> </ul>

	<p>through to GCSE/Functional Skills</p> <ul style="list-style-type: none"> <li>Strong knowledge of assessment, baseline testing and gap analysis</li> <li>Secure understanding of neurodevelopmental conditions including Autism and ADHD</li> <li>Knowledge of trauma-informed practice and EBSA (Emotional Based School Avoidance)</li> <li>Understanding of SEND and differentiated teaching strategies</li> <li>Knowledge of positive behaviour support and de-escalation strategies</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of exam board specifications for GCSE and Functional Skills</li> <li>Knowledge of reintegration pathways and transition planning back into school or college</li> </ul>
Experience	<ul style="list-style-type: none"> <li>Experience of teaching autistic children or young people</li> <li>Experience teaching learners with EBSA and high anxiety</li> <li>Experience delivering 1:1 or small group tuition (e.g. in-home or outreach settings)</li> <li>Experience supporting learners who have experienced disrupted education or long-term absence</li> </ul>	<ul style="list-style-type: none"> <li>Experience in specialist settings, PRUs, AP, hospital schools or EOTAS</li> <li>Experience preparing students for GCSEs or Functional Skills qualifications</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Ability to plan and deliver highly personalised, engaging lessons</li> <li>Strong skills in building trust and reducing anxiety in learners</li> <li>Excellent communication with parents/carers and multi-agency professionals</li> <li>Ability to work independently and manage risk in home-learning environments</li> <li>Strong organisation and time management</li> <li>Effective use of assessment to inform teaching</li> </ul>	<ul style="list-style-type: none"> <li>Ability to lead aspects of an outreach or EBSA provision</li> <li>Ability to design bespoke learning pathways for complex learners</li> </ul>
Personal attributes	<ul style="list-style-type: none"> <li>Calm, patient and emotionally intelligent</li> <li>Highly adaptable and flexible in approach</li> <li>Resilient and reflective practitioner</li> <li>Creative and solution-focused</li> <li>Warm, non-judgemental and professional</li> <li>Strong professional boundaries</li> <li>Reliable and punctual</li> </ul>	<ul style="list-style-type: none"> <li>Positive sense of humour and strong team ethos</li> </ul>
Qualifications	<ul style="list-style-type: none"> <li>Honours degree</li> </ul>	<ul style="list-style-type: none"> <li>Additional qualifications in SEND, SEMH, Autism or Mental Health</li> </ul>

	<ul style="list-style-type: none"> <li>• PGCE (or equivalent teaching qualification)</li> <li>• Qualified Teacher Status (QTS)</li> </ul>	<ul style="list-style-type: none"> <li>• First Aid qualification (paediatric or emergency)</li> </ul>
Other requirements	<ul style="list-style-type: none"> <li>• Full clean driving licence with business insurance</li> <li>• Willingness to travel between home settings</li> <li>• Enhanced DBS check</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

#### Further Information

This Job Description and Person Specification are current as of December 2025. In consultation with you, it is liable to variation to reflect changes in the job. If you have any queries relating to your Job Description and/or Person Specification, please consult the Headteacher.