

Post title:	Specialist Teacher
Salary and grade:	MPS/UPS + 1 SEN Point
FTE:	0.6 FTE (flexible) 19.5 hours per week; Permanent contract
Line manager/s:	Head of Service - EOTAS

Main purpose of the job:

To lead the delivery of a high-quality, personalised educational programme for students accessing Education Other Than At School (EOTAS) provision. Working outside of a traditional school setting, the Specialist Teacher will collaborate with Specialist Education Outreach Practitioners and other professionals to create engaging learning opportunities tailored to each young person's strengths, interests, aspirations and EHCP outcomes.

The postholder will plan, deliver and assess a bespoke curriculum, working closely with families and multi-agency professionals to promote progress, independence, communication and preparation for adulthood. Learning will take place primarily within the student's home and local community, supported by dedicated time for planning, assessment, collaboration and professional development.

Key duties and responsibilities

Accountable to the Head of Service - EOTAS to:

- Be responsible for the learning and wellbeing of the young person.
- Ensure equality of opportunity for the young person.
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Treat the young person with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Work pro-actively and effectively in collaboration and partnership with learners, parents and carers, governors, colleagues and other professionals in the best interests of pupils.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

Teaching, Learning and Assessment

- Lead the design, planning and review of the personalised curriculum for the young person, ensuring provision is aligned to their EHCP outcomes, strengths, interests and aspirations.
- Work collaboratively with Specialist Education Outreach Practitioners to ensure the effective implementation of learning programmes and teaching approaches.
- Develop, adapt and quality assure teaching materials, resources and assessment processes to support high-quality delivery.
- Be accountable for the attainment, progress and outcomes of the young person in line with bespoke EHCP targets.
- Use knowledge of the young person's strengths, needs and prior learning to plan appropriately differentiated learning pathways that promote communication, independence and preparation for adulthood.
- Provide professional guidance and support to Specialist Education Outreach Practitioners and other professionals delivering aspects of the educational programme.
- Demonstrate a strong understanding of effective approaches for learners with severe, profound and complex learning needs, ensuring these approaches are reflected within the educational programme.
- Establish systems for observation, assessment, monitoring and recording, enabling accurate evaluation of progress and informing future planning.
- Use assessment information effectively to review provision, identify next steps and ensure ambitious outcomes for the young person.
- Monitor the quality and impact of educational provision, making adjustments as required to ensure effective learning and engagement.
- Provide regular updates on progress and outcomes to families, the EOTAS Service Lead and wider professionals.
- Work collaboratively with multi-agency professionals to coordinate provision and secure the best possible outcomes for the young person.

Behaviour and Safety

- Lead the development of an inclusive, safe and engaging learning environment that promotes wellbeing, participation and progress across all learning contexts.
- Develop and review behaviour support strategies, ensuring approaches are personalised and consistently implemented by those delivering provision.
- Support practitioners and families to implement effective approaches that promote emotional regulation, self-control, independence and engagement in learning.
- Promote high expectations and positive outcomes through relationship-centred and strengths-based practice.
- Ensure safeguarding, risk assessment and welfare considerations are central to all aspects of the educational provision, raising concerns in line with Nexus MAT policies and procedures.

Team working and Collaboration

- Work closely with the EOTAS Service Lead, Specialist Education Outreach Practitioners, families and wider professionals to coordinate and review provision.

- Contribute to planning, review and professional meetings relating to the young person's educational programme.
- Provide professional support, coaching and guidance to practitioners delivering learning programmes.
- Contribute to the ongoing development, review and evaluation of personalised curriculum approaches and educational provision.

Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on young persons' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the Consultant Panel.
- Pro-actively participate with arrangements made in accordance with the Appraisal Regulations 2012.

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships.
- Communicate effectively with parents and carers with regard to young persons' achievements and well-being using Trust systems/processes.
- Communicate and co-operate with relevant external professionals and services.
- Make a positive contribution to the wider life and ethos of the Trust.
- Demonstrate consistently high standards of personal and professional conduct in line with Teacher Standards.

Other Duties

- Other such reasonable duties as determined and delegated by the Senior Leadership Team or Nexus MAT CEO consistent with the grade of the post and the experience of the Post holder
- To have professional regard for the ethos, policies and practices of the Trust, and maintain high standards in your own attendance and punctuality.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding

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

Person Specification

		Essential	Desirable
Qualifications, Skills & Knowledge	DfE recognised qualified teacher status (QTS)	•	
	Good knowledge of current thinking and practice in education	•	
	Commitment to continuous improvement/CPD	•	
	Commitment to inclusive practice	•	
	Good understanding of curriculum frameworks and guidance, particularly around Preparation for Adulthood.	•	
	Knowledge of successful strategies for improving the quality of provision and young persons' learning and progress	•	
	Experience of education delivery outside of a traditional school setting, including outreach, EOTAS or alternative provision		•
	Knowledge of assessment practice and young person tracking	•	
	Experience of working directly with families or other professionals in home and community settings		•
	Experience of risk assessment, lone working procedure and safeguarding within community and home-based educational settings		•
	Excellent numeracy and literacy skills with the ability to complete written reports	•	
Experience	Experience of working with children and young people with Special Educational Needs and Disabilities	•	
	Experience of personalising learning to reflect the interests and needs of individual children and young people	•	
	Recent teaching experience in a primary, secondary, special school, alternative provision or specialist outreach setting	•	
	Experience of working with children and young people with complex SEND.	•	
	Understanding of trauma-informed practice and approaches to supporting emotionally vulnerable young people		•
	Evidence of high expectations for children and young people's learning and achievement	•	
	Experience of successful work with parents, carers and the wider community	•	
Thinking Ability	Ability to deliver high quality teaching and	•	

		Essential	Desirable
	learning		
	Good understanding of positive behaviour management	•	
	Good understanding of curriculum development and innovation	•	
	Able to develop own working systems to maximise learning time.	•	
	The capacity to use ICT to improve the quality of provision		•
	Ability to develop learning outside the classroom and beyond the school and school-day	•	
Personal Effectiveness	Excellent communication skills	•	
	Good interpersonal skills	•	
	A team player with a collaborative approach	•	
	Resilient and easily adaptable to change	•	
	Positive, ambitious and forward looking	•	
	Ability to manage own time, prioritise tasks and proven organisational skills	•	
	Passionate and enthusiastic about making a difference	•	
	Honesty and integrity	•	
	Child-centred and committed to achieving the best outcomes for young persons	•	
	Ability to form respectful and trusting relationships with a range of people including parents and carers	•	
	Capacity to motivate, inspire and challenge children, young people, self and others	•	
General	The flexibility to meet the full range of job requirements	•	
	A commitment to safeguarding and promoting the welfare of children and young people	•	
	Commitment to the school's aims and values	•	
	Demonstrate a firm commitment to the concept of Multi-Academy Trust and desire to see the Trust flourish and expand in a sustainable manner	•	
	An understanding of and commitment to equal opportunities	•	
	No serious health problems that will likely impair or impact on job performance.	•	
	Ability to travel independently between locations across the Trust area	•	
