



Job Description & Person Specification

Experiential Teacher

Salary	Mainscale to UPS + SEN allowance £2,787
Phase	Primary, Secondary & Sixth Form
Hours	Full-time

Recruiting high quality, specialist staff is a critical part of our improvement process. Each member of our team has individual and specific responsibilities as well as fulfilling wider duties of care and education for our young people. Shared responsibility is the strength which underpins the successful promotion of Governing Body principles and the school's aims and objectives.

Our school, and the needs of the students on our roll, demands flexible, solution focused and positive responses from all staff, who are expected to exercise individual initiative within a team framework. We are, therefore, seeking to employ an outstanding professional to work as part of a team to promote the educational development of our students

Welcome to our Experiential learning classes. At present, we have 1 semi-formal Experiential learning class, with plans to increase to five classes.

An 'Experiential' curriculum for learners at the earliest stages of learning and development, providing flexible pathways that support progression across a broad range of attainment levels, including access to aspects of the National Curriculum where suitable.

Who are the learners in the Experiential Classes?

Semi-formal experiential learners:

- have communication needs
- thrive in an environment with routine and consistency
- require support with their emotions and regulation
- learn through their experiences
- require support to develop life skills
- require additional support to grasp abstract concepts
- require support to develop concentration and attention
- may require support with personal care
- need support with short- and long-term memory, including sequential and working memory
- need support with general knowledge
- require support with understanding their environment

Many learners are non-verbal or are in the process of acquiring spoken language. Classrooms are total communication environments, using a range of approaches including Signalong, BSL, Colourful Semantics and the use of A.A.C. devices objects of reference, and verbal communication.

The Experiential Curriculum

We follow a bespoke semi-formal curriculum focusing on communication, early literacy skills, early maths skills, EHCP outcomes, and the SCERTS curriculum (social communication, emotional regulation, and transactional support). These approaches are central to personalised teaching and support.

Self-care is embedded and timetabled daily to support the development of pupils' self-help skills, including toileting.

What does life in an Experiential classroom look like?

A day in Experiential is a balance of one-to-one learning and group activities. Group-based activities may include Attention Autism, sensory sessions, singing, stories, creative arts, movement for regulation and wellbeing. Additional weekly interventions may include animal therapy, Signalong group, balance and ability sessions, swimming, forest school and trampolining.

Essential
Qualifications & Education
To hold a Qualified Teacher Status
Experience & Knowledge
Have experience of working with pupils who have EHCPs
Experience supporting pupils with cognition and learning needs, ASD, ADHD and/or SEMH
Have good working knowledge of how technology can support the curriculum
Full working knowledge of relevant policies/codes of practice/legislation
Working knowledge of curriculum as it applies to pupils with additional needs
Understanding of statutory frameworks relating to teaching
Ability to organise, lead and motivate disengaged pupils
Ability to self-evaluate learning needs and actively seek learning opportunities
Ability to relate well to both pupils and adults
Skills
Be able to practically demonstrate a wide range of teaching skills, including SEND specific strategies
To work well within a specialist team and understand the challenges of working with pupils with an EHCP
Strong skills in differentiation, scaffolding learning and adapting curriculum content across subjects
Be able to lead a class team
Strong communication skills, with the ability to work collaboratively with families, teaching assistants and multi-agency professionals
Commitment to safeguarding and promoting the welfare of children and young people
Willingness to engage fully in ongoing professional development and reflective practice and share this with the wider team

Personal Attributes
Understand the importance of confidentiality when working with sensitive information
Have a good sense of humour
Enjoy working with pupils with additional needs.
To be willing to undertake a wide variety of training and to embrace the aspect of life long learning
To be self motivated

Desirable
Qualifications & Education
To have completed positive handling or be willing to undertake training.
Experience in a special school, alternative provision, SEN unit or resourced provision
Experience & Knowledge
Awareness of inclusive practice within a mainstream context.
Secure understanding of the SEND Code of Practice (2015) and statutory responsibilities
To effectively manage crisis situations.
Ability to support pupils through transition points
Knowledge of EHCP processes, including writing professional advice and contributing to annual reviews
Understanding of Ofsted SEND inspection expectations, particularly around curriculum adaptation and progression
Skills
To be open to exploring new initiatives within Education.
An interest in education outside the classroom.
Experience in assessing progress for pupils with SEND, including setting meaningful academic, social and developmental targets
An ability to deliver holistic /eclectic approach to education
Ability to work closely with pastoral teams to support attendance, engagement and behaviour
Experience mentoring or supporting colleagues in inclusive practice

These criteria will be assessed via application, references and interview.

Crowdys Hill is committed to safeguarding and promoting the welfare of children and young people and postholders will be subject to background, online, health, children's barred list and Enhanced DBS Checks and obtaining satisfactory references.

You must be fluent in the English language (as a requirement of Part 7 of the Immigration Act "for the effective performance of a customer-facing role").