

# JOB DESCRIPTION

## Online English Teacher

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| <b>Reporting to:</b>    | Middle Lead Teacher (English)                      |
| <b>Starting Salary:</b> | TCES Salary Band 401                               |
| <b>Location:</b>        | Remote (With agreed scheduled travel for training) |
| <b>Contract:</b>        | Permanent, Term time only                          |

### Job Purpose

The TCES National Online School provides therapeutic virtual education for pupils with complex and co-morbid needs, including neurodiverse pupils and those experiencing emotionally based school avoidance (EBSA). Our approach enables young people who face barriers to accessing mainstream education to re-engage with learning in a supportive, flexible, and nurturing online environment.

As the English Teacher, you will lead the delivery of English across a small cohort of pupils, teaching engaging, differentiated online lessons tailored to individual needs, abilities, and interests. You will plan and deliver high-quality lessons that inspire curiosity and support academic progress, while contributing to the wider development of the Humanities curriculum within the online school.

This role offers a clear professional development route for an ambitious teacher aspiring to progress into a Head of Humanities position

### Main duties and responsibilities

Deliver engaging, creative, and pupil-focused English lessons online, aligned with the National Curriculum, GCSE and A Level specifications, and linked to each pupil's Education, Health and Care Plan (EHCP) and 6-week therapeutic learning plans.

Develop and implement inclusive and differentiated schemes of work and lesson plans that promote curiosity, critical thinking, and independent learning within a therapeutic framework.

Collaborate with teaching, pastoral, and clinical colleagues across TCES to design and deliver an English language and literature curriculum that reflects the Principles of Therapeutic Education and meets the individual needs of each pupil.

Liaise closely with Pastoral Mentors and Heads of Year, providing direction, resources, and strategies to ensure consistent support for pupils both academically and emotionally

Contribute to the development of resources and cross-curricular links within the English faculty, supporting a cohesive and engaging curriculum offer.

Provide regular progress updates, including formal half-termly written reports, to the Senior Leadership Team (SLT) on pupil progress academically, socially, and emotionally.

Create and maintain an engaging, safe, and inclusive virtual learning environment where pupils feel supported and confident to take learning risks.

Actively promote core literacy and numeracy development through all teaching and integrate opportunities for pupils to apply skills across contexts.

Support pupils in developing emotional regulation, independence, and self-responsibility, reinforcing positive behaviour management strategies in line with individual therapeutic plans.

Contribute to the delivery of the TCES LIFE curriculum (Leadership, Independence, Future Options & Employability, Empowerment) by embedding these themes within History learning where appropriate.

Advocate for every pupil's right to remain safe and free from harm, adhering to all Safeguarding and Complaints Procedures as outlined in TCES policies.

Attend and actively participate in meetings, training, and professional development sessions — both virtually and, when required, in person — to ensure best practice and continuous improvement.

Uphold the highest standards of professional conduct, maintaining confidentiality and appropriate boundaries at all times in line with the TCES Code of Conduct.

***Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.***

***The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc***

# PERSON SPECIFICATION

## **Education and qualifications**

Qualified Teacher (holds QTS or QTLS).

Evidence of ongoing professional development in education.

## **Knowledge and experience**

Experience of supporting neurodiverse children and an understanding of potential implications for communication, learning and behaviour patterns.

Proven experience teaching GCSE and/or A Level English (experience with online or hybrid teaching is an advantage).

A track record of promoting high standards and achieving strong pupil outcomes.

Excellent communication and organisational skills.

Working knowledge of National Curriculum, KS requirements and Code of Practice for SEND.

Knowledge and awareness of Safeguarding & Child Protection procedures.

Recent proven experience as an outstanding teacher, with experience in peripatetic work, virtual schools, portage education or home tutoring.

## **Skills and ability**

Be able to offer a calm response to neurodiverse young people and always use de-escalation strategies to support emotional regulation.

Prioritise workload effectively; organised with attention to detail.

Develop bespoke learning programmes in line with the TCES Big Picture Curriculum to meet individual pupils' needs and learning styles

Proficient IT skills.

Work collaboratively to solve problems creatively.

Effective communication skills and the ability to adapt to a range of audiences.

Write and keep effective records and reports, including planning documents.

Able to support pupils in forming and sustaining effective relationships.

To promote excellent practice and reflect upon own practice.

To maintain high expectations of all pupils and oneself.

## **Other**

Commitment to leading on safeguarding and promoting the welfare of children and young people.

Able to promote and celebrate diversity and equal opportunities.

Commitment to TCES Values.

**February 2026**