



Job Description

Title	Teacher of A.C.E. (Primary Trained)
Project Team	Teaching Staff
Reports to	Head of Faculty (A.C.E.)
Grade	Main Scale/UPR – suitable for an ECT.
Responsible for	Curriculum Programme and delivery. Ensuring rapid progress for students in this timetabled provision.

We are seeking a Teacher of A.C.E. (Primary Trained) to support Key Stage 3 pupils with a range of SEND needs, particularly those working below age-related expectations, through the delivery of a personalised, primary-informed curriculum within a secondary setting. The role focuses on closing gaps in literacy, numeracy and core learning skills, while also supporting the development of independence and essential life skills, preparing students for life beyond the academy. This role offers a unique opportunity to make a significant impact within a specialist provision, supporting students to develop both academically and personally in preparation for their next stage.

Key Duties and Responsibilities

- To be responsible for adding value to every learner in each teaching group benchmarked against national criteria and data.
- To deliver, plan, and prepare lessons in accordance with the planned curriculum.
- To deliver learning by utilising Academy Policies.
- To work as part of, and contribute to, an exceptional area that ensures creative and innovative learning and teaching occurs in every lesson.
- Supervise and engage with students during break and lunchtime, including ‘family lunch’, promoting positive behaviour, social skills and independence.
- To demonstrate an understanding of SEND and inclusive practices, adapting teaching to meet a range of additional needs
- Plan and deliver the ACE Life Skills programme, including off-timetable provision focused on independence and preparation for adulthood.
- Organise and liaise with external agencies to provide students with workshops on topics such as online safety, safeguarding, healthy relationships, substance awareness and personal wellbeing.
- Deliver practical life skills sessions, including cooking, budgeting and independent living skills

Teaching and Learning

- Use a variety of learning and teaching strategies to deliver outstanding lessons to all students ensuring pace and challenge are maintained.
- Understand and integrate the use of new technologies into learning experiences in order to raise levels of achievement.
- Deliver a broad, primary-style curriculum, including English, Maths and Science, adapted to meet the needs of learners working below age-related expectations.
- Make use of extended learning opportunities.
- Participate in the Academy’s Quality Assurance program and its agreed framework.

- Work effectively and creatively using the full range of resources available, including other adults and mentors.
 - Build positive and trusting relationships with students, particularly those with social, emotional and behavioral needs.
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- Adhere to the School's Positive Behaviour Policy and ensure implementation in everyday life at the Academy.
 - Report, as required, in line with the Trust's reporting processes to a variety of stakeholders including students, parents/carers, and the Senior Leadership Team.
 - Mark work in accordance with the Academy's assessment practice providing both formative and summative feedback on a regular basis.
 - To take responsibility for individual professional development and use the outcomes to improve learning and teaching.
 - To demonstrate a well-developed and current understanding of teaching and learning for students with SEND, applying relevant national guidance and best practice to support progress and engagement.
 - To be aware of the Trust's Anti-Bullying Policy and support students as necessary.
 - To maintain good order and behaviour for learning among students, particularly regarding Health and Safety, both on the Academy premises and when engaged in authorised activities elsewhere.
 - An understanding of SEND and inclusive practices, with the ability to adapt teaching to meet a wide range of needs.
 - Ability to build strong, trusting relationships with students who may present with social, emotional and behavioural needs
 - Experience of using formative assessment to track small steps of progress and inform personalised learning

Wider Professional Effectiveness

- Participate and actively engage in CPD.
- Demonstrate ongoing improvement in your role as a result of Professional Development.
- Liaise appropriately with colleagues.
- Work collaboratively with external professionals and agencies to support student development and wellbeing
- A genuine passion for supporting vulnerable learners and preparing them for life beyond school.
- Carry out all duties in accordance with all teacher requirements
- Adopt a flexible can-do attitude in all aspects of their working life