

THE HELIX EDUCATION CENTRE

Job Description & Person Specification

POSITION:	Teacher of English [KS3 & KS4]
GRADE:	MPR/UPR + SEN Minimum + Termly Travel
RESPONSIBLE TO:	The Headteacher
Directorate:	Children's Services
Section:	The Helix Education Centre
Location:	94 Uxbridge Road, Harrow, HA3 6DH
Date:	September 2025

PURPOSE OF THE POST

The purpose of the post is to achieve the highest possible standards and outcomes for the students in the Pupil Referral Unit. The post holder will ensure a cohesive and personalised programme of learning activities for the students. This will include developing English across the curriculum and implementing opportunities for a broad range of accreditation for the subjects. The postholder will support The Helix Education Centre in creating a lasting improvement in the quality of education provision and the management of teaching and learning through the provision of high quality professional services, which meet the changing expectations of the centre.

REQUIREMENTS OF THE POST

The postholder is required to carry out the duties of a teacher as set out in the Schoolteacher's Pay and Conditions and such specific duties that form part of this job description.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Specific roles/responsibilities of the post:

In addition to demonstrating the ability to meet all Professional Standards for Teachers appropriate to their pay grade (Mainscale and UPS standards; current STPC document), the postholder's overriding responsibility will focus on leading and monitoring the delivery of outstanding quality of teaching and learning in their designated areas of responsibility.

1. To teach English & Literacy across the full age and ability range, with reference to the National Curriculum and programmes of study
2. The postholder's overriding responsibility will focus on leading and monitoring the delivery of outstanding quality of teaching and learning in their designated areas of responsibility.
3. To be an inspirational, efficient and effective teacher; to lead their subject area and to be proficient in teaching other subject areas.

4. To contribute to whole school improvement as an active member of the teacher and whole staff team.
5. To liaise with parents/carers and professionals, working with the young person and the family, to contribute to the holistic assessment of the young persons' needs and the design and delivery of appropriate types and levels of education support.
6. To keep headteacher/SLT updated on progress, well-being, health and safety of pupils, alerting any areas of concern where appropriate.
7. To take responsibility for tracking student progress and attainment, in the specified subject area and for collecting and monitoring data to support teaching and learning.
8. All staff have a teaching commitment that involves promoting behaviour for learning in line with the PRU policy for behaviour.
9. To identify learning objectives related to English & Literacy across the curriculum and support the development of policies as appropriate for their achievement.
10. To plan differentiated/adaptation interventions for pupils with the support of the Education Support Workers (TA's).
11. To have knowledge and skills of delivery of active teaching & learning.
12. To take an active role in encouraging good attendance of students.
13. To identify and support the individual learning needs of students, including those with behaviour, social and/or emotional difficulties.
14. To prepare school reports in line with statutory requirements for reporting to parents/carers including attendance at Target Setting and Review Days.
15. To work with colleagues to develop and implement students' Individual Education Plans or Personal Learning Plans, including the arrangements for reintegration to school or for transition to other suitable provision, education, employment or training as appropriate.
16. To keep abreast of developments in all relevant aspects of the curriculum and identify examination or accreditation pathways where appropriate.
17. To assist and support other members of staff to ensure the smooth running of the PRU, including involvement in off-site activities.

In addition, colleagues on the Upper Pay Spine

A UPS teacher must be **highly competent** and make a **substantial and sustained contribution** to the wider life of the school, as shown below. This will be reviewed during the appraisal process.

1. Be a role model for teaching and learning.
2. Make a distinctive contribution to the raising of pupil standards.
3. Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning and achievement.
4. Undertake action research or policy development which enhances practice or outcomes in the school through membership of school teams and meetings.
5. Provide coaching and mentoring to other teachers, and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice.
6. Deliver high quality CPD sessions/training.
7. Undertake peer lesson observations and provide feedback and appropriate follow up support.
8. Engage in work scrutiny.
9. Participate in regular and frequent commitment to cross-curricular or extra-curricular activities.

Duties and responsibilities:

General

Contribute to whole school ethos by:

1. Acting as a role model for staff, pupils and others by implementing the school's core values and abiding by the school and LA Code of Conduct which emphasises treating all those who work or participate in the life of the school with respect.
2. Adopting a solution-focused approach in all areas of school life so that the school can deliver its education aims.
3. Following the appropriate protocols for resolving conflict (e.g. Behaviour Management Guidelines, Staff Code of Conduct, and Grievance Procedure) and ensuring the health and safety of pupils, staff and the public (e.g. Young person Protection Procedures, Occupational Health protocols, Health and Safety Policy).

Teaching and monitoring pupil well-being and progress

In partnership with colleagues, contribute to achievement of all pupils by:

1. Planning and delivering mixed age, mixed ability teaching with reference to:
 - the national curriculum and any information received from pupils' home schools
 - pupils' personal interests
 - the practicalities of working in a PRU setting.
 - using the MIS to evaluate lesson progress and the data to write reports
2. Maintaining personal expertise with regards to changing legislation and ensuring practice at The Helix Education Centre is adapted in keeping with government guidelines and the school's stated aim of supporting the pupils' continuity of education.
3. Ensuring that the special educational needs of all pupils are identified, supported and that their progress is appropriately monitored.
4. Contributing to the development of moderation protocols to ensure self-evaluation remains robust and reliable (e.g. sampling and exemplification folders).
5. Writing and distributing to parents/carers and relevant end-of-term reports.
6. Working in partnership with parents/carers and key professionals in a knowledgeable, diplomatic and professional manner to ensure effective joined-up work and ensure best practice for all pupils.

Other duties and responsibilities

In addition to the above responsibilities, teachers will be expected to:

- Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture
- Support the aims and ethos of the school
- Set a good example in terms of dress, punctuality and attendance
- Take on any additional responsibilities which might from time to time be agreed with the Headteacher
- Build strong links with parents and carers
- Uphold the school's behaviour code
- Take appropriate responsibility for own health, safety and welfare

Flexibility

The job description is not exhaustive and reflects the type and range of tasks, responsibilities and outcomes associated with the role. The post holder will be expected to also complete any reasonable tasks, as requested by the Headteacher, Deputy Headteacher or the School Business Manager.

Variation

It is the school's practice to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes to reflect or anticipate changes of the school needs. This procedure will be conducted by the Headteacher, in consultation with the post holder.

PERSON SPECIFICATION

POSITION: Teacher of English
GRADE: MPR/UPR + SEN Min + Termly Travel

Essential	Desirable	Method of Assessment
Qualifications & Training		A/I
Qualified teacher status		A
Related qualification in English		A/I
Experience of developing and delivering programmes related to subject area designated in JD		A/I
Successful teaching of the subject area designated in JD, including evidence of involvement in the raising of achievement of challenging students		A/I
	Evidence of continuing professional development.	A
	Evidence of clear view about future developments of area of responsibility in a PRU, AP or School.	A/I
SKILLS, KNOWLEDGE AND ABILITIES		
Knowledge of the National Curriculum, including Programmes of Study and national strategies related to the teaching of the subject area designated in JD		A/I
Knowledge and skills in the planning and delivery of active teaching & learning		A/I
Excellent behaviour management skills based on a firm but empathetic approach with students.		I
Ability to build effective working relationships with a range of partners and stakeholders.		A/I
Strong interpersonal skills and an ability to communicate clearly both orally and in writing		A/I
Capacity to work under pressure and to meet deadlines		A/I
Capacity to work flexibly and to adapt to the changing needs of The Helix Education Centre and its PRU		I
Excellent attendance and punctuality		A
	An understanding of national/ DfE views of inclusion in Education.	A/I
	Willingness to undertake training as a first aider.	A