

JOB DESCRIPTION

Online Teacher

Reporting to:	Headteacher / Deputy Headteacher
Starting Salary:	TCES Salary Band 401
Location:	Remote (With agreed scheduled travel for training)
Contract:	Permanent, Term time only

Job Purpose

The TCES National Online School delivers therapeutic education virtually to pupils with complex co-morbid needs, including pupils with neurodiverse identities and emotionally based school avoidance (EBSA) which present barriers to them accessing mainstream school-based education.

Teachers lead on a core subject, with timetabled lessons taught virtually to a small class of remote pupils. They prepare, differentiate, and deliver their subject's curriculum for small classes of pupils, who are grouped dependent on needs, abilities and/or age. Teachers also provide more bespoke tuition for pupils as required.

Main duties and responsibilities

Deliver virtual lessons that are pupil-focused and creative, with defined outcomes that link with each individual pupils' Education, Health and Care Plan, and related 6-week therapeutic learning plans.

Collaborate with other teaching and clinical staff across the organisation to develop and deliver your subject-specific curriculum, ensuring that it is inclusive and incorporates the Principles of Therapeutic Education.

Differentiate the National Curriculum, schemes of work and lesson plans to meet the individual needs of each pupil and class group.

Liaise with Pastoral Form Tutors, providing direction and resources for them to best support the class or individual pupils online.

Collaborate with Pastoral Form Tutors, Senior Teachers and the Senior Leadership Team (SLT) to ensure pupils make sustained progress.

Provide regular reports, including formal half-termly written reports, to the SLT on pupil progress, academically, socially and emotionally.

Provide opportunities for pupils to experience/understand their learning in a range of contexts.

Help establish and maintain the quality and standards of educational provision and TCES Five Part curriculum in a remote and virtual learning environment.

Create an engaging and inviting virtual learning environment, where every pupil is able to be comfortable to take risks.

Support the delivery of the TCES LIFE curriculum (Leadership, Independence, Future Options & Employability, Empowerment) by providing opportunities in learning for pupils to use their developing skills or provide context related to your subject.

Facilitate and encourage opportunities for pupils to develop a sense of responsibility and independence.

Ensure that every pupil & parent/carer is helped to understand the TCES Complaints Procedures and their right to remain free from harm.

Reinforce behaviour management in a positive manner, drawing on therapeutic resources outlined in individual pupil documentation.

Support pupils that display challenging behaviour in emotional regulation, understanding that behaviour is a means of communication.

Actively plan for rapid improvement in literacy and numeracy skills of all pupils.

Attend and take part in meetings, training and other group events as required, both virtually and on occasion in person (when scheduled in advance).

Maintain good personal and professional boundaries always, including respecting and maintaining the confidentiality of all service users and others, as set out in the TCES Code of Conduct.

Advocate for each young person, holding responsibility for recording and satisfactorily addressing and passing on any complaints as per the TCES Complaints Procedure, or Safeguarding disclosure or concern.

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.

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.

Demonstrable achievement in improving learning outcomes.

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.

April 2026