

Dear Candidate,

Thank you very much for your enquiry regarding the position of Teacher at DESC. We are seeking a talented individual to join our four times Outstanding organisation.

**Dacorum Education Support Centre** is a unique organisation that works with young people who, for one reason or another, are not in mainstream education. We support the individual and their family and work together to achieve appropriate outcomes and secure a positive way forward for the future. We firmly believe effective relationships are the key to effective learning outcomes.

Our innovative and responsive curriculum ignites the learning experience of all our learners. Our offer is linked to the passions, interests and aspirations of our learners as well as preparing them for a successful reintegration to mainstream, identifying specialist provision or supporting them in our Centre for the longer term.

Our mantra, **Be the best you can be**, is echoed in all our work with young people, working with them to overcome their barriers to learning, re-engage them and support them in their next steps.

If you have the passion, skills, experience and persona to be the face of DESC we look forward to receiving your application.

Yours sincerely,

Naomi Walker & Clare Winter  
Acting Co-Headteacher

## The Application Process

We hope that this application pack and our website [www.desc.herts.sch.uk](http://www.desc.herts.sch.uk) ignites a passion sufficiently in you that you feel it important to apply for this post.

Applications can be made by completing the application form through My New Term.

Visits/discussions are most welcome. Please contact Naomi Walker, Acting Co-Headteacher, via Natasha Moore on 01442 247476 to arrange a visit.

**Closing date for applications is 22nd May 2026.**

We encourage candidates to apply promptly, as the Centre reserves the right to close the advert should we feel able to appoint an appropriate candidate sooner.

***DESC is committed to safeguarding and promoting the welfare of our learners and expects all staff and volunteers to share this commitment. This post is subject to satisfactory references, medical clearance and enhanced checks carried out by the Disclosure and Barring Service.***

Please note that additional information referring to the Disclosure & Barring Service is in the guidance notes to the application form. If you are invited to an interview you will receive more information.

We are required to conduct online searches about all shortlisted candidates in accordance with Keeping Children Safe in Education guidance, in order to identify any incidents or concerns which are publicly available online. By submitting and signing your application, you acknowledge that such searches will be conducted as part of the shortlisting process.

*We are committed to promoting equality and respecting diversity and welcome applications from all sections of the community.*

***We encourage candidates to apply asap as the Centre reserves the right to close the advert should we feel able to appoint an appropriate candidate sooner.***

**Teacher**  
Unqualified Teacher/MPS/UPS  
(SEN Point and / or TLR available for the right candidate)  
Full Time/Part Time  
Application Closing Date 22<sup>nd</sup> May 2026

We have an exciting and unique opportunity to join our highly successful Education Support Centre judged Outstanding by OFSTED.

We are looking for a **Teacher of Creative Subjects at our KS4 Centre.**

We are looking for someone who is fluid and flexible and may be able to offer any of the following subject areas:

Art, Technology, Vocational Subjects

**Why?** Because we work in a holistic way where educating the whole child is at the centre of what we do. We build relationships with our learners and this is paramount to the role. The nature of our curriculum allows us to build bespoke packages and therefore we are looking for the right person rather than individual subjects.

Our strapline “Be the best you can be” underpins our work with the young people in our care and you will share our inclusive and learner-centred approach and be committed to engaging young people and their families to overcome their barriers to learning, as well as to raise their aspirations.

We are a forward-thinking, dynamic and versatile organisation that is solution-focused and we are seeking a like-minded person to join us. We can offer a unique opportunity to really make and see a difference in the life outcomes for the young people we work with.

There is always something new and exciting on the horizon at DESC. If you thrive on change, are a creative thinker and relish new opportunities then we can offer something special for you.

We pride ourselves on our commitment to a staff wellbeing package, have termly staff wellbeing time, have our own in-house Therapeutics Services Team and have been awarded the Kitemark for Effective Practice in Emotional Mental Wellbeing in Schools. Our flexible and supportive approach allows us to be mindful and care for our staff who are our key resource.

**Probationary Period:** New employees to the Centre will be required to satisfactorily complete a six-month probationary period of service

## Job Description: Teacher

Post Title: **Teacher**

Responsible to: **Key Stage Lead**

### **1.a) Purpose of the job**

- To deliver high quality teaching and learning to learners who are assigned to the post holder
- To reengage disenfranchised learners in education. Having high expectations of learning and behaviour and encouraging an aspirational mindset
- To be a multiskilled professional with the ability to teach across the curriculum
- To build professional, trusting and respectful relationships with vulnerable learners while demonstrating empathy and compassion in interactions

### **1.b) Standards**

- 1 Set high expectations which inspire, motivate and challenge learners
  - Establish a safe and stimulating environment for learners, rooted in mutual respect
  - Set goals that stretch and challenge learners of all backgrounds, abilities and dispositions
  - Demonstrate consistently the positive attitudes, values and behaviour which are expected of learners.
- 2 Promote good progress and outcomes by learners
  - Be accountable for learners' attainment, progress and outcomes
  - Plan teaching to build on learners' capabilities and prior knowledge
  - Guide learners to reflect on the progress they have made and their emerging needs
  - Demonstrate knowledge and understanding of how learners learn and how this impacts on teaching
  - Encourage learners to take a responsible and conscientious attitude to their own work and study.
- 3 Demonstrate good subject and curriculum knowledge
  - Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain learners' interest in the subject, and address misunderstandings
  - Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
  - Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
  - If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
  - If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

- 4 Plan and teach well-structured lessons
  - Impart knowledge and develop understanding through effective use of lesson time
  - Promote a love of learning and children's intellectual curiosity
  - Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding learners have acquired
  - Reflect systematically on the effectiveness of lessons and approaches to teaching
  - Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- 5 Adapt teaching to respond to the strengths and needs of all learners
  - Know when and how to adapt content appropriately, using approaches which enable learners to be taught effectively
  - Have a secure understanding of how a range of factors can inhibit learners' ability to learn, and how best to overcome these
  - Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support learners' education at different stages of development
  - Have a clear understanding of the needs of all learners, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- 6 Make accurate and productive use of assessment
  - Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
  - Make use of formative and summative assessment to secure learners' progress
  - Use relevant data to monitor progress, set targets, and plan subsequent lessons
  - Give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback.
- 7 Manage behaviour effectively to ensure a good and safe learning environment
  - Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
  - Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using recognition consistently and fairly
  - Manage classes effectively, using approaches which are appropriate to learners' needs in order to involve and motivate them
  - Maintain good relationships with learners, exercise appropriate authority, and act decisively when necessary.
- 8 Fulfil wider professional responsibilities
  - Make a positive contribution to the wider life and ethos of the school
  - Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
  - Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

- Deploy support staff effectively
- Communicate effectively with parents with regard to learners' achievements and well-being.

### **1.c) Personal and Professional Conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating learners with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries
  - appropriate to a teacher's professional position, having regard for the need to safeguard learners' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit learners' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

### **1.d) Equalities**

Be aware of and support difference and ensure that learners have equality of access to opportunities to learn and develop

### **1.e) Health & Safety**

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to an appropriate person

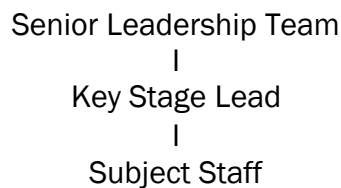
### **1.f) Disclosure & Barring Service**

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure & Barring Service as part of Hertfordshire County Council's pre-employment checks.

### **1.g) Additional Information**

The jobholder is required to contribute to and support the overall aims and ethos of the Centre. All staff are required to participate in training and other learning activities, and in performance management and development, as required by the Centre's policies and practice. The post is predominantly based at our Barncroft Campus but at times you may be required to work at our other site on Tenzing Road.

### **2. Organisation Chart**



### **3. Supervision**

The post holder is line managed by the Key Stage Lead. The frequency of meetings is determined by the Centre's performance management policies and practice.

### **4. Contacts**

The post holder works directly with teachers, Centre staff and learners and has routine and regular contact with parents and carers and with external agencies and other professionals.

### **5. Knowledge, Experience and Training**

- QTS
- Experience in a school setting
- Ability to work with a cross curricular thematic approach.
- Experience and knowledge of working with hard to reach and challenging young people who have barriers to learning.

**The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.**