

Job Description

Role: **Head of Key Stage 3 (years 7 – 9)**

TLR 2a (£3,527 per annum)

(any other TLR role would be relinquished upon appointment to this role)

Line Manager: Head of Satellite, Eden Pinkwell Satellites

Job Purpose:

A position is available for a Head of Key Stage 3 starting September 2026.

The successful candidate will be responsible for the education and provision for the students in our Key Stage 3 department. Students in the department follow a learning pathway depending on their needs; this includes pre-formal, explore and engage learners. All students have severe learning disabilities and some with complex social and emotional difficulties which may present as challenging behaviors.

You will ensure that these students receive a broad, balanced, enriching and challenging curriculum to prepare them for the moving to Key Stage 4 and beyond.

You will also be expected to teach for 80% of the school week.

Leadership Duties

- Work with the school Senior Leadership Team to implement a broad, balanced, challenging and relevant curriculum for students aged 11-13 (Keystage3).
- To be actively involved with the ongoing development of the school's curriculum and responsible for the curriculum's implementation in Key Stage 3.
- To be responsible for the transition of pupils from primary to secondary, including the organisation of transition days.
- To work with the admin team to ensure that information about new students is collected from feeder schools and disseminated to the relevant professionals.
- To work with the relevant senior leader to periodically review current assessment practice for students within the department and how data impacts the intention and implementation of the curriculum.
- To support the Senior Leadership team in the monitoring of teaching, learning and assessment within the structured framework of monitoring (lesson observations, learning walks, planning and assessment moderation).

- To work alongside the multi-professional team to ensure that therapy programmes are fully integrated into the school curriculum.
- To support and mentor new teachers to meet the needs of the students within the department.
- To provide teachers and support staff with targeted training and model best practice in class where needed.
- To contribute to and lead in-service training and professional development
- To act as team leader implementing the school's performance management policy for learning support assistants and teachers as required.
- To work with other Trust schools to ensure students in the 11-13 age group within the Trust receive an outstanding education.
- To organise and chair departmental meetings.

Duties as a class Teacher

- Setting aims and objectives for each student in line with the school's curriculum ethos, offering individual broad and balanced learning opportunities
- Assessing student's progress in line with the academy/school guidelines
- Lead, supervise and co-ordinate the work of any support staff, volunteers or students who are assigned to work with the post holder's students
- Monitoring, evaluating and re-setting aims and objectives for pupils on a regular basis
- Attending meetings relevant to individuals within the class
- Liaising with other schools and agencies and promoting a multi-professional approach to the education of students within the school
- Have a working knowledge of the school's and academy's aims and objectives and be prepared to make a contribution to the development of the curriculum
- Work closely with parents/carers in providing support in meeting the educational needs of the students
- Promote the well-being of all students and ensure that all students assigned to them work in a safe, stimulating and well-organised environment
- Participate in performance management/staff development programmes and arrangements for CPD as facilitated by the school/Academy Trust
- Lead assemblies as required
- Have a good working knowledge of the main responsibilities and priorities for your team
- Depending on experience, to lead the development of a specific curriculum subject or aspect of provision.
- To make a constructive contribution to a cross school team for a specific subject and /or aspect.
- Develop team work and mutual support
- To lead and manage a team of learning support assistants in your class team and lead on their appraisal meetings

- To adhere to the Teachers' Standards

Health and Safety

- Be aware of and comply with policies and procedures relating to safeguarding, health and safety; confidentiality; e-safety and data protection and report all concerns to the post holder's Line Manager

Managing own performance and development

- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development
- Achieve challenging professional goals
- Take responsibility for own continuing professional development

DBS

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 and Barring Service as part of the Eden Academy Trust's pre-employment checks. The Eden Academy is committed to providing equality of opportunity and to safeguarding and promoting the welfare of children and young people. There is an expectation that all staff share this commitment. The post holder will be required to adhere to the school's safeguarding procedures and policies and be seen to actively promote them in all aspects of their work. 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.

PERSON SPECIFICATION

Class Teacher

E = Essential

D = Desirable

How identified: Application Form = (AF); Interview = (I); References = (R) Task = (T)

Qualifications and Knowledge

1. Qualified Teacher Status (E) (AF)
 2. Successful experience of teaching children and/or young people with special educational needs in a mainstream or special school setting (E) (AF) (I) (R)
 3. A qualification in teaching pupils with special educational needs, either as part of a B.Ed. or an Advanced Diploma/Higher Degree (D) (AF)
 4. Functional knowledge of a sign-supporting communication system e.g. SignAlong/Makaton (D) (AF)(I)
 5. Knowledge of curriculum content and teaching strategies appropriate to students with severe learning disabilities, including autistic spectrum disorder and the implications of the National Curriculum for these pupils (D) (AF) (I) (R)
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Experience

1. Experience of effective classroom organisation - staff, resources, and time. (E) (I) (R)
2. Experience in relevant assessment, planning and recording. (E) (I) (R)
3. Experience of successfully working with a range of pupils with severe learning disabilities, including autistic spectrum disorders in a teaching capacity (E) (AF) (I) (R)
4. Experience of working with students within the 11-19 (KS3) age range. (E) (AF) (I)
5. Experience in writing Educational Reports for Annual Reviews of Statements of Special Educational Needs, and other reports. (D) (AF) (I) (R)
6. Experience of leading on a whole school impact project (E) (AF) (I) (R) (T)
7. Experience of leading a whole school team (D) (AF) (I) (R)

Personal Characteristics

1. Ability to work constructively and flexibly as part of a team. (E) (AF) (R)

2. Ability to work co-operatively with professionals from other disciplines and in other school (E) (AF) (R)
3. Ability to relate well to parents. (E) (I)
4. Ability to relate well to pupils and to respond appropriately to a wide range of needs. (E) (I)
5. Ability to deal sensitively with challenging behaviour (E) (I)
6. Adaptability to learn new techniques and skills, and willingness to attend appropriate courses. (E) (AF) (I)
7. A willingness to contribute to the wider life of the school, to organise events and conduct meetings. (E) (I) (R)
8. Fitness to meet the intellectual, physical, and emotional stresses of the job. (E) (I) (R)
9. A commitment to equal opportunities. (E) (AF) (I)
10. A good sense of humour! (E) (I)
11. A commitment to child-centred approaches (D) (AF) (I)
12. An enthusiasm for teaching children and the ability to do so in imaginative and creative ways (E) (AF) (I)