

JOB DESCRIPTION

English Teacher

Reporting to	Deputy Headteacher
Location	TCES Create in the Community (IG11)
Contract and hours	Permanent, Term time only

Overview

TCES staff work to a therapeutic approach to education provision, promoting good pastoral care and therapeutically informed behaviour management strategies, our focus is on high quality education and nurture.

Our Principles of Therapeutic Education are:

- We understand neurodiversity.
- We understand attachment.
- We use relationships for recovery.
- We are consistent and predictability (Expectations, Rewards & Consequences).
- We view behaviour as communication (Emotional, sensory & physical needs).
- We have unconditional positive regard for pupils.
- We co-regulate & role-model.
- We demonstrate inclusive, strengths-based practice.
- We develop emotional literacy.
- We develop leadership & life skills.

Our expectation is that the role-holder shares our commitment to our Principles of Therapeutic Education and plays an active part in ensuring they are embedded in everything we do within TCES.

Job Purpose

The English Teacher will lead on providing high quality literacy and English learning opportunities for Create pupils. The teacher will be required to prepare and deliver an English curriculum to pupils in KS3 and KS4 as a subject specialist.

You will look at our pupils holistically and carry out specific direct educational work supporting our pupils in achieving their Education, Health and Care Plan (EHCP) targets and personal aspirations.

Main duties and responsibilities

Teaching & learning

Delivering lessons that are pupil-focused and creative, according to an agreed timetable, and with defined outcomes that link with their Education, Health and Care Plan.

Work alongside Therapeutic Education Practitioners (specialist community-based learning mentors) in the planning, preparation and differentiation of all aspects of English virtual and small group face to face teaching and learning.

Link the delivery of the curriculum and link to other aspects of the TCES five-part curriculum (Academic/Vocational, SEMH & ASC, Enrichment, Engagement, Therapeutic), and ensure this is delivered in a nurturing way and according to the TCES Principles of Therapeutic Education.

Deliver direct teaching time (virtual or face to face) to meet the needs of pupils, ensuring lessons are pupil-focused and creative, according to an agreed timetable.

Differentiate teaching & learning to meet the needs of neurodiverse pupils, including those with Autistic Spectrum Condition (ASC) and/or Social, Emotional and Mental Health needs (SEMH).

Provide opportunities for pupils to experience/understand functional literacy skills in a range of contexts and through a range of resources and uses.

Devise schemes of work, lessons plans and curriculum projects that are differentiated to meet the needs of the pupils, utilizing a full range of appropriate community facilities.

Provide planning and resources for cover staff, providing them with appropriate feedback to ensure consistency in class.

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

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

Teach both in person and virtually, ensuring learning is differentiated appropriately.

Data & reporting

Monitor attendance regularly – raising concerns with therapeutic and social work teams where necessary and liaising with parents.

Complete risk assessments for external outings and ensure that these are monitored and updated where necessary.

Accurately enter progress data into the school MIS, monitoring progress and escalating concerns when required.

Collaborate with the Deputy Head and Exam Officer to ensure that pupils are registered for appropriate accreditations and examinations in English and literacy.

Pupil engagement

Establish positive professional relationships, supporting the pastoral care of each pupil in the group with the support of staff.

Produce progress reports on individual pupils, statistics and regular updates to the SLT.

Use positive reinforcement as a key behaviour management tool and working with all staff to initiate a consistent and predictable system of rewards.

Maintaining good personal and professional boundaries always including, respecting and maintaining the confidentiality of all service users and others.

Ensuring risk assessments are in place, covering all activities while the pupils are in the community.

Look at our pupils holistically and to draw on a wide range of social care and teaching strategies to meet pupil needs whilst promoting interest and ensure the safety and well-being of pupils.

Work with SENCO and therapeutic teams to support young people that display challenging behaviour in emotional regulation, understanding that behaviour is a means of communication.

Facilitate and encourage a sense of responsibility.

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), with specialism in English / English Literature etc.

Evidence of ongoing professional development in education.

SEND qualifications or training (D).

Knowledge and experience

Substantial experience of supporting neurodiverse children or with ASC and/or SEMH 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.

Demonstrable achievement in improving learning outcomes.

Recent proven experience as an outstanding teacher.

Skills and abilities

Be able to offer a calm response to children with ASC and SEMH and always promote de-escalation and emotional regulation.

Hold very high expectations of yourself and others (behaviours etc.), with the ability to reflect on own practice and to always seek self-improvement.

Good organisational skills with the ability to plan workloads and prioritise tasks.

Proficient IT skills.

Work collaboratively and solve problems creatively.

Effective communication skills and the ability to adapt to a range of audiences.

Able to contextualise learning.

Able to support pupils in forming and sustaining effective relationships.

Resilient, committed, and a hard worker – able to keep going in the face of adversity and never giving up.

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.

(D) = Desirable

February 2026