



Job Description and Person Specification – Teacher

Job Title	Teacher of English
Grade	MPS + SEN 1 Allowance (£2787.00) per year
Contract	Maternity Cover: 1-year fixed term
Location of Work	The Kassia Academy, Fallowfield Grove, Longbarn, Warrington, WA2 0QQ
Responsible to	Deputy Headteacher (Teaching and Learning)

Scope of the Role

The Kassia Academy is a specialist SEMH provision within the Kings Academy Trust, offering a small, nurturing environment for young people unable to access mainstream education. Supporting up to 60 learners, the academy provides a highly personalised approach to help pupils re-engage with education and achieve positive outcomes.

We are committed to a trauma-informed and therapeutic approach, underpinned by strong relationships, consistency and high expectations. Pupils benefit from a broad and balanced curriculum, alongside a rich personal development offer and access to targeted pastoral and therapeutic support.

As an English Teacher, you will play a key role in delivering engaging and inclusive English lessons across Key Stages 3 and 4. You will support pupils to develop confidence in reading, writing, speaking and communication, while fostering a positive attitude towards learning and achievement.

Working within a small specialist setting, staff are expected to build strong, trusting relationships with learners, support emotional regulation and engagement with learning, and contribute to a trauma-informed and inclusive school culture.

Main responsibilities

General

- To undertake such duties as the Headteacher may reasonably determine, in accordance with the School Teachers Pay and Conditions of Service document in force at the time.
- To recognise that as an appointed member of staff at The Kassia Academy you may be deployed in any situation appropriate to your qualifications, experience and/or skills.

Knowledge and Skills

- Principles and practices of effective teaching and learning in English.
- Knowledge of the KS3 and KS4 English curriculum, including GCSE English Language and Literature requirements.
- School improvement strategies and the process of school self-evaluation.
- Principles and practices of monitoring, assessment and evaluation.
- Curriculum planning and sequencing to support progress in literacy and communication.
- The application of ICT to learning, teaching and subject management.
- Working in partnership with colleagues, families and external agencies to support pupil outcomes.
- Processes and systems for quality assurance.
- Resource planning and management.

Teaching

- Plan and deliver engaging English lessons that meet the educational, emotional and social needs of pupils.
- Teach pupils according to their individual needs, including setting and marking work in line with academy policy.
- Deliver a broad, balanced and ambitious English curriculum across KS3 and KS4.
- Promote high standards of literacy, communication and presentation.
- Differentiate learning effectively for pupils with SEND, SEMH and literacy difficulties.
- Use creative and adaptive teaching strategies to engage learners who may have experienced barriers to education.
- Prepare pupils for appropriate qualifications and assessments at KS4.

Positive reinforcement of school behavior management strategies

- To develop and maintain positive reinforcement of school behavior management strategies among the pupils and safeguard their health and safety, both on the school premises and when they are engaged in authorised activities elsewhere.

Pastoral and communication

- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned.
- Providing guidance and advice to pupils on educational and social matters and on their further education and future careers.
- Making records of and reports on the personal and social needs of pupils.
- Communicating and consulting with the parents of pupils

Assessment, reporting and monitoring

- Provide oral and written assessments, reports and references relating to individual pupils and groups of pupils.
- Establish clear targets for pupils' achievement, and evaluate progress and achievement by all pupils, including those with special needs.
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.
- Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress.

Staff Meetings

- Participate in school meetings relating to the curriculum, pedagogy, administration and general organisation of the school.

Professional Development

- Participate in further training and professional development activities as a teacher
- To engage in instructional coaching as part of the school's commitment to improving teaching and learning (outside of performance management).

Equal Opportunities

- Promote equal opportunities within the school and to seek to ensure the implementation of the academy's Equal Opportunities policy.

Other duties

- Job descriptions are expected to give candidates clear guidance on what they are expected to achieve; however, they rarely capture all tasks and responsibilities. All members of staff are expected occasionally to undertake other duties not detailed above, but within the scope of the job.

English Teacher Person Specification

Attributes	Essential	Desirable
Qualifications	Qualified Teacher Status (QTS)	Additional qualifications relating to SEND, literacy intervention or SEMH
	Degree or relevant qualification in English or a related subject	
	Evidence of ongoing professional development	
Experience	Experience of teaching English across KS3 and/or KS4	Experience of teaching GCSE English Language and Literature
	Experience of working with pupils with SEND and/or SEMH needs	Experience within specialist or alternative provision
	Experience of adapting learning to meet a range of needs	Experience delivering intervention programmes to improve literacy
Professional Understanding, Knowledge and Skills	Knowledge of the National Curriculum and GCSE requirements for English	Understanding of trauma-informed practice
	Secure understanding of safeguarding responsibilities	Knowledge of assessment frameworks and intervention strategies
	Ability to develop pupils' literacy, communication and reading skills	
	Understanding of behaviour regulation approaches	
Teaching and Learning	Ability to plan and deliver engaging and differentiated English lessons	Experience of curriculum development in English
	Ability to motivate and inspire reluctant learners	Experience of monitoring and evaluating teaching and learning
	Ability to manage behaviour effectively within an SEMH setting	
	Strong classroom practice with high expectations for achievement and behaviour	
Leadership and Management	Ability to deploy support staff effectively	Experience leading an area of responsibility
	Ability to contribute positively to whole-school improvement	
Professional Values, Qualities and Skills	Ability to build positive relationships with pupils, families and colleagues	Ability to contribute enrichment opportunities or extracurricular activities
	Strong communication and organisational skills	
	Flexible, resilient and approachable	
	Positive and energetic approach to work	
	Commitment to inclusive education and safeguarding	