

Job Description

Job Title:	Teacher
Reporting to:	Headteacher
Location:	

Main Purpose

To deliver high-quality, personalised teaching and learning for children and young people with a range of complex needs and SEND. The Teacher will create a safe, ambitious and nurturing learning environment where students can thrive academically, socially and emotionally, with safeguarding and wellbeing at the centre of all practice.

Key Accountabilities

- Ensure safeguarding is prioritised at all times and that each student is supported in line with their individual support plans, EHCP outcomes and risk assessments.
- Take responsibility for the quality of teaching, learning, progress, welfare and outcomes for assigned students.
- Plan and deliver engaging, differentiated and neuro-affirmative learning that enables students to build confidence, independence and resilience.
- Supervise, guide and work collaboratively with support staff assigned to students or classes.
- Contribute to curriculum development, school planning, self-evaluation and continuous improvement within a designated subject or curriculum area where required.
- Model Aurora values through everyday practice, professional conduct and positive relationships with students, families and colleagues.

Key Duties

Teaching, Learning and Curriculum

- Plan, deliver and review lessons that are ambitious, accessible and responsive to students' educational, physical, social and emotional needs.
- Maintain and use short, medium and long-term planning to support curriculum delivery and student progression.
- Set, monitor and review personalised targets that help each student make meaningful progress.
- Provide clear structures for lessons, maintaining pace, motivation and challenge while adapting communication and teaching strategies to meet individual needs.

- Contribute to the development of the curriculum offer, resources and enrichment opportunities.
- Embed therapeutic, trauma-informed and neuro-affirmative approaches within teaching and learning.

Assessment, Progress and Review

- Monitor, assess, record and report on students' progress to parents/carers, colleagues, senior leaders and relevant funding bodies.
- Contribute to EHCP reviews, PEP and LAC reviews, and other student progress meetings as required.
- Use evidence, data and professional judgement to inform planning and personalise learning.
- Reflect on lesson outcomes and adapt future teaching to improve engagement and progress.

Collaboration and Professional Practice

- Work positively as part of a multi-disciplinary or trans-disciplinary team, including clinical, therapy and pastoral colleagues.
- Liaise effectively with parents/carers, external agencies and other professionals to support student outcomes.
- Maintain knowledge through training, research and continuing professional development.
- Establish effective working relationships and set a positive example through professional conduct, presentation and communication.

Knowledge, Skills and Experience

- PGCE, QTS or equivalent teaching qualification and evidence of relevant in-service training.
- Working knowledge of SEND, neurodivergence, curriculum planning and personalised learning approaches.
- Experience of working successfully with neurodivergent children or young people and/or learners with complex needs.
- Ability to adapt teaching and communication for different audiences and learning profiles.
- Effective planning, preparation, assessment, recording and review skills.
- Ability to identify, respond to and de-escalate emotional and behavioural needs in a safe and respectful way.
- Good IT skills and willingness to continue learning.

Requirements of Role

- Eligibility to work in the UK and satisfactory pre-employment checks, including Enhanced DBS and barred list checks as appropriate.

- The role may require behaviour support, including physical intervention where necessary, proportionate and in line with training and policy.
- Involvement in learning activities outside normal classroom duties may be required.
- Excellent standard of written and spoken English.
- A commitment to a neuro-informed and neuro-affirmative approach.

Aurora Values in this Role

Aurora Values	What this means in this role
Caring	Provide nurturing, individualised support so learners feel safe, valued and well prepared for life in modern Britain.
Ambitious	Inspire learners to aim high, build resilience and work towards education, employment and independence outcomes.
Collaborative	Work positively with students, families, colleagues and external partners to support social, emotional and life-skill development.
Trusted	Create safe, supportive environments where learners can take appropriate risks, keep themselves safe, including digitally, and build confidence.
Innovative	Create outstanding, personalised education, adapting approaches so every learner has meaningful opportunities to succeed.

Additional Information

As part of The Aurora Group everyone is expected to:

- Behave and act in a way which promotes and contributes to the overall aims, values and ethos of The Aurora Group.
- Participate in regular training, supervision, appraisal and development in line with Company policies and procedures.
- Participate in relevant current and new legislative and regulatory activities as required from time to time.
- Demonstrate commitment to equality, diversity and inclusion, ensuring equality of access and treatment in employment and service delivery.
- Promote and follow The Aurora Group Health and Safety Policy and Procedures, ensuring these are implemented effectively.
- Share The Aurora Group commitment to safeguarding and promoting the welfare of children and young adults by applying organisational policies and procedures and attending regular safeguarding training.

This job description provides a summary of the key responsibilities and expectations of the role. It is not intended to be exhaustive and may be reviewed and amended periodically to reflect organisational and operational requirements. Performance will be measured against the requirements of this job description and the individual objectives agreed through the appraisal and performance management process.