



Olive Academies

# Behaviour Support Teacher

OA– North View, Tilbury

- Salary: MPS/UPS Fringe, ECTs are welcome to apply
- Teachers' Pension Scheme
- OA benefits package

To arrange an informal discussion or to visit  
Olive Academies, please phone 01708 592717

[Apply now](#)

*Olive Academies is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. To this end, both an Enhanced Disclosure and Barring Service check and a Barred List check are required for this role. We particularly welcome applications from under-represented groups.*

## About OA – North View

Just forty minutes from central London by train, OA – North View is a brand new SEMH provision, which is due to open in September 2025. This school will support up to thirty learners with social, emotional and mental health needs, providing a broad and balanced curriculum.

Alongside this, we will also offer bespoke support for our pupils' mental health and wellbeing and help for pupils to understand themselves and their emotions. We will be driven by a fully inclusive philosophy and we want to empower our learners to become 'great' so that they can take their space successfully in the wider community. We will:

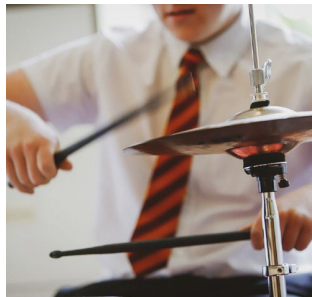
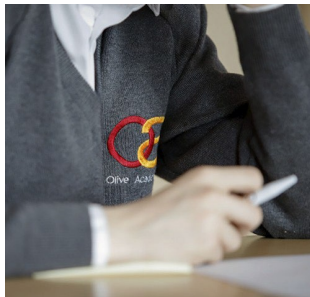
- give pupils real-world experiences
- deliver outstanding learning and teaching
- offer rigorous and high-quality critique and feedback of pupils' work
- develop dynamic leadership – including staff and pupil leadership
- maintain a culture of respect
- create a pathway to post-16 education, employment or training

This is your chance to improve the education, and lives, of some of the most vulnerable children and young people in Tilbury, Essex.

If you have the experience and enthusiasm to make a lasting difference to the pupils we support, we would love to hear from you.

Thank you for your interest.

**Kerry Geary**  
Head of School



"I have never worked anywhere like Olive. **Staff work as a collective** and there is **so much support and enthusiasm** to make THE difference. I see colleagues caring so much and they have a relentless drive to support students."

"The education we provide is **so much more than a subject**. For some of our young people we are the only constant trustworthy adult in their life."

"Knowing that **we can make a difference** to the pupils when they have been failed in other settings is **hugely motivating**. The look of pride of a 14 year old's face when he realises he can read is amazing and then hearing from others how this really has opened up a curriculum for him is **something I had never experienced before**."

"Everyone's **ideas and experience is genuinely valued**, no matter your role."

"I like having to **think outside of the box** and **adapt my ways of working**, whether that's teaching phonics whilst playing with small world or practising times tables when playing football! I enjoy every day at Olive."

# Job Description

We are looking for generalist teachers who are passionate about supporting young people who have faced multiple barriers to their learning in a mainstream setting. The successful candidates will:

- demonstrate they can contribute to the development of a dynamic curriculum, which will both engage pupils and be adaptable to their specific needs
- deliver the **highest quality of teaching, learning and assessment**
- **inspire** pupils **through a genuine passion** for learning
- be **committed to helping pupils overcome disadvantage** and improving their wellbeing and life chances
- **plan and teach interactive, exciting lessons across a range of subjects** within a broad-based curriculum that will engage pupils across the KS2 – KS4 age range using a primary based model of delivery
- share our determination to **develop and deliver a broad** curriculum
- work collaboratively with colleagues to produce high quality learning resources and **plan expeditionary learning activities**, for example contributing to the outdoor learning curriculum
- actively contribute to the teaching of functional skills across KS2 – KS4 appropriate to both the age and needs of individual pupils
- link all lessons to the PHSE curriculum, the world of work, British values, and SMSC as appropriate
- use pupil data to inform classroom practice and planning
- **regularly assess and give pupils feedback** in line with the OA marking and feedback policy
- direct the work of support staff in the classroom to maximise their impact on pupils' learning
- facilitate good progress and positive outcomes - **inspire, motivate and challenge our pupils**
- **set high expectations** and maintain a positive and safe learning environment
- using the 'Dare to be Olive' approach to ensure that high expectations for behaviour are maintained
- **act on child protection concerns immediately** (read, understand, and implement OA's safeguarding policy and procedure, and Keeping Children Safe in Education)
- **be a role model** to our pupils by showing leadership, resilience, and empathy
- **coach a group of pupils** and mentoring them through their time at the school
- work with parents, carers, local schools, and outside agencies to ensure each **pupil's needs are best met**
- fulfil wider professional responsibilities through the application of school systems and procedures
- support the trust's values and ethos by contributing to the development and implementation of policies, practices, and procedures
- **work closely with our headteacher, our staff, parents/ carers, and pupils** to deliver our strategic vision and help make our ambitious plans for the school a reality

*Note: The duties above are neither exclusive nor exhaustive and the post holder may be required by the Head of School to carry out appropriate duties within the context of the job, skills and grade.*

# Person Specification

Measurements: A = Application, I = Interview, R = Reference, T = Task

## Qualifications and Training

First degree or equivalent	A	Essential
DfE recognised qualified teacher status or Qualified Teacher Learning and Skills status	A	Essential
Evidence of CPD which enhances classroom practice	A	Desirable

## Experience

Evidence of recent successful classroom practice	A	Essential
Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice. Lessons are consistently judged to be good or better	A, I	Essential
Effective and systematic behaviour management – experience of using de-escalation techniques in a school setting; experience of maintaining clear boundaries and using sanctions, praise and rewards	A, I	Essential
Experience of using assessment data to ensure effective student progress, raise standards and achieve outstanding pupil outcomes	A, I, T	Essential
Experience of supporting all aspects of inclusion to successfully meet the needs of pupils with complex special educational, social and emotional needs	A, I	Essential
Experience of working collaboratively with others	A, I	Essential
Experience of SEMH pastoral /student support	A, I	Desirable

## Knowledge

Detailed knowledge of either the KS2 or KS3/4 curriculum	A, I	Essential
A solid understanding of a range of teaching and learning strategies and a good understanding of current pedagogical thinking	A, I	Essential
An understanding of disadvantage and working in challenging environments	A, T, I	Essential
An understanding of a range of special needs, especially SEMH, ASD, ADHD and SpLD	A, T, I	Desirable
Up-to-date knowledge of specialised curriculum for children with SEMH	A, T, I	Desirable

## Skills and Abilities

Strong analytical, strategic, interpersonal and thinking skills	A, T, I	Essential
Ability to teach across subject, age and ability range	A, T, I	Essential
Excellent interpersonal and communication skills, and the ability to form strong relationships with all stakeholder groups (pupils, parents and carers, colleagues, external agencies, wider community etc.)	A, T, I, R	Essential
Ability to reflect and self-evaluate	A, I, R	Essential
An understanding of expeditionary learning	A, I	Desirable
A track record of being an excellent classroom teacher with the ability to model best teaching and learning practice across the school	A, I, R	Desirable

## Personal Aptitude

Personal and professional resilience in the face of challenging situations	A, I, R	Essential
Self-motivated, productive, diligent, and thorough	A, I, R	Essential
Commitment to an open, collaborative style of management	I	Essential
Concern for the development of colleagues and members of the wider school community	I	Essential
Commitment to your personal and professional development and that of all staff	A, I	Essential
Convinced of the transformative nature of excellent education	A, T, I	Essential
Empathy with the needs of children	A, T, I	Essential
Commitment to the safeguarding of vulnerable young people	I	Essential
A personal commitment to promoting inclusion, diversity, and access	A, I	Essential
A commitment to the vision, values, aims and objectives of Olive Academies	A, I	Essential

# **Transform young lives with Olive Academies Trust**

Thank you for your interest in working with Olive Academies.  
We look forward to receiving your application.

[Find out more and apply.](#)

   [oliveacademies.co.uk](https://www.oliveacademies.co.uk)