



**The Rise
School**

Humanities Teacher

Recruitment Pack

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If you, or someone you know would like this publication in an email, in Braille, large print, Easy Rad transcription or audio tape, please email jobs@ambitiousaboutautism.org.uk.

Why be part of The Rise team

WE'RE DIFFERENT AND PROUD OF IT:

We proudly aim to be the 'best of both worlds' of mainstream and SEND provision – watch our video [here](#).

This looks like:

- ✓ High **ambition** and **aspiration** for all as our students to access a mainstream level curriculum. They'll achieve brilliantly as you support pupils to learn a wide range of topics and texts.
- ✓ A genuine, holistic focus on the student and their **quality of life**: academic and social progress.
- ✓ **Specialist support** with a high adult to student ratio, with adults being autism experts – we provide a lot of training on this, so having no prior SEND experience is not a barrier to employment
- ✓ Specialist **facilities**
- ✓ Lots of **trips!** Our students enjoy about 6+ trips per year including the theatre, cinema, escape rooms, museums, galleries, parks, camping etc.

WORKING TOGETHER:

91% of staff enjoy working at the school (January 2024)

97% of parents said their child is happy at this school (December 2023)

100% of parents said their child makes good progress (December 2023)

IMPACT

With the support of the staff my child is developing into a independent responsible young man.

December 2023.

The enrichment activities at The 6th form enhance my childs quality of life and support him with employability skills needed for the future.

December 2023

The Rise has helped my son realize his true potential and enspire him

December 2023

My child is growing in confidence and I am excite for his future and this is due the support he recieves at The Rise.

December 2023

WORKLOAD and WELLBEING

- Maximum class size is 10
- 2 or 3 TLAs to a class
- Onsite wellbeing each Friday for staff
- Opportunity for progression including into teaching, mental health first aid and behaviour support
- Small school where staff are eager to support one another and work together
- Access to the employee assistance programme
- A job where you feel you make a positive change to young people's futures
- Approachable Senior and Wider Leadership team – open to flexible working requests.

A 'SAY YES' APPROACH TO CPD

- Great speakers which have included Ross Morrison McGill, Tom Sherrington, Jane Evans, Be Happy Project and Jaz Ampaw-Farr
- Well-stocked staff library, always open to suggestions
- Support for training in areas of interest in SEND, Education and behaviour
- Sustained CPD opportunities such as PBS Coaching, Mental Health First Aid, Be Happy Coaching
- Support for masters and other accredited CPD options including Level 5 diplomas.

LOCATION and FACILITIES

- We moved into our school in 2016 and have a softplay area, sensory room and well-equipped gym.



- There is parking onsite and we are a 20 minute train journey from Clapham Junction.
- The gym is well-used by staff members:



PENSION & PERKS

- Local Government Pension Scheme contributions.
- [Perkbox membership](#) including discounted gym membership, coffee, cinema tickets.
- [Cycle to Work](#) and season ticket loans
- [Health Cash Plan](#) to claim back costs a wide range of medical costs including dentistry, physio, chiropractors, optical care.

Job description

| | | | |
|------------------|---|---------------------|----------------------------|
| Job title | Humanities Teacher | Team | The Rise School |
| Job band | AaAST Qualified Teacher Payscale – Outer London MPS + SEN1 Allowance | Reporting to | Humanities Lead |
| Hours | Teaching Staff | Line manages | Teaching Assistants |

Approved by:

Updated: February 2025

Role purpose:

To plan and teach high quality History, Citizenship and PSHE lessons that enthuse and inspire so that all pupils progress and achieve their potential (Including GCSEs). Continuing the development of a coherent curriculum and assessment plan for Humanities across both Primary and Secondary phases.

Key accountabilities and dimensions:

As Humanities Teacher

- To work with the other teachers on the curriculum development of History, Citizenship and PSHE and assessment across the primary and secondary phases
- To keep up to date with educational developments and changes within the subject area
- To adhere to the criteria as set out in the school handbook with particular regard to setting work, lesson structure, feedback and reporting procedures
- To bring to the attention of the line manager any difficulties which arise within the department
- To attend regular meetings, formal and informal, to discuss department matters and to ensure that the department works as a team
- To plan and adapt schemes of work and lesson plans
- To set work if you are absent in accordance to school guidelines
- To co-operate with other members of the school in cross-curricular activities
- To work closely with other staff to ensure that pupils are entered for appropriate public examinations in liaison with the examinations officer
- To bring to the attention of your department if equipment needs to be ordered
- To ensure adapted homework is set across the department as per the school timetable and ensure that constructive feedback is given as appropriate
- To actively engage in relevant CPD opportunities
- Teach great adapted lessons, ensuring that pupils make at least expected progress towards their ISPs and P/National Curriculum level targets as a result of a broad, balanced, functional and relevant curriculum that is personalised in accordance with learners needs.
- Work collaboratively with The Rise team to personalise learning journeys and lesson planning for each learner to ensure they overcome potential barriers to learning and participation, using strategies and interventions that are evidence-based.

- Ensure the adults supporting during lessons generate high levels of engagement and commitment to learning and offer sharply focussed and timely support and intervention that matches individual needs accurately
- Promote pupils' spiritual, moral, social and cultural development to enable them to thrive both within our supportive learning community and in their everyday lives
- Actively participate in the appropriate curriculum resources/activities/displays etc within the department
- Demonstrate through practice an understanding and personal commitment to safeguarding and promoting the welfare of children and young people
- Responsible for ensuring you are effectively communicating (the right information, to the right people, at the right time)

Assessment and reporting:

- Ensure that permanent records of pupils' work are kept and that pupils work and portfolios are marked in line with the feedback policy
- To support pupils in achieving accreditation, awards and qualifications appropriate to their age, interests and ability
- Contribute to Pupil Annual Reviews, Individual Support Plans (ISPs), Annual targets and attend relevant meetings

As Class Tutor:

- To promote the general purpose and well-being of learners assigned to them
- Ensure that annual reviews are prepared for and documents updated as per the school calendar
- Ensure that they play an active role in learner reviews
- To be responsible for the academic, disciplinary and pastoral welfare of pupils in their registration group
- To be the first point of call for parents
- To ensure registration times are purposeful and productive

Training and Professional Development

- The jobholder is required to contribute to and support the overall aims and ethos of the school
- All staff are required to participate in training and other learning activities, and in performance management and development, as required by the school's policies and practice

Additional Duties:

- Demonstrate a continual commitment to safeguarding and promoting the welfare of children and young people
- To uphold Ambitious about Autism policies to protect and safeguard pupils in order to secure their health, safety and wellbeing
- Demonstrate a continual commitment to the promotion of diversity initiatives and the sharing of best practice in line with Ambitious about Autisms Equality, Diversity and Inclusion policy and procedures
- Ensure the highest degree of confidentiality and data protection of all materials
- Demonstrate the vision and values of Ambitious about Autism in everyday work and practice, upholding the ethos of **challenge and support where all learners** can reach their full potential and maximise their engagement in learning

- Ensure all aspects of compliance related to this role are undertaken

This job description is not exhaustive and reflects the type and range of tasks responsibilities and outcomes associated with the role. The post holder will be expected to also complete any tasks, as requested by the Head of School.

Person Specification

| Role and band competencies | Essential |
|---|-----------|
| Specific knowledge, experience and technical skills | |
| 1. Qualified Teacher Status | X |
| 2. Experience as a History Teacher | X |
| 3. Knowledge of the National Curriculum Key Stages appropriate to phase | X |
| 4. Knowledge of good practice in curriculum planning, development, assessment and evaluation of pupil progress including preparing pupils for externally accredited awards and qualifications | X |
| 5. Good understanding and proven experience of managing health and safety arrangements in the work place, with particular reference to History teaching, to include education off-site / beyond the classroom | X |
| 6. Experience of managing assessment, recording and reporting | X |
| 7. Knowledge of school inclusion | X |
| 8. Commitment to The Rise School aims and objectives – able to demonstrate an understanding and personal commitment to safeguarding and promoting the welfare of children and young people | X |
| Personal attributes | |
| 9. Evidence of excellent interpersonal and communication skills (both verbal and written) | X |
| 10. Evidence of experience, ability and enthusiasm for collaborative working across multi-disciplinary team and with other settings | X |
| 11. Excellent organisational skills; able to balance conflicting priorities | X |
| 12. Good data analysis skills (assessment for learning) | X |
| 13. IT literate | X |
| 14. Physically and emotionally resilient in order to work with children and young adults with autism with challenging behaviour | X |

How to Apply

| Stage | Timescale |
|---|-----------------------------|
| Closing date for applications | 16 th March 2025 |
| Candidates informed of outcome of application | 17 th March 2025 |
| Interviews | 25 th March 2025 |

If you would like to find out more about this exciting opportunity, need any further information or wish to have an informal discussion please contact **Ben Lowe Recruitment Manager** – blowe@ambitiousaboutautism.org.uk

Equal opportunities monitoring

Ambitious about Autism is fully committed to equality of opportunity and diversity and we warmly welcome applications from all suitably-qualified candidates. We welcome applications regardless of race, colour, nationality, ethnic or national origins, religion or belief, sex, sexual orientation, gender reassignment, marital or civil partner status, pregnancy or maternity, disability, or age. All applications will be considered solely on merit.

Ambitious about Autism is committed to safeguarding and promoting the welfare of

children and young people and successful candidates will be subject to an Enhanced DBS check.



Contact us

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🌐 theriseschool.com

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Ambitious about Autism is the national charity standing with autistic children and young people.

We believe every autistic child and young person has the right to be themselves and realise their ambitions.

We started as one school and have become a movement for change. We champion rights, campaign for change and create opportunities.



Ambitious about Autism Schools Trust is an exempt charity in England and Wales and a registered company: 08335297.

How to find us

We are located on the same site as Spring West Academy.

Public transport

Tube – Hatton Cross, then either 285 or 490 bus to Browells Lane and five-minute walk. 90 bus to Feltham – Leisure West and eight-minute walk

Bus – 285 from Kingston or Heathrow to Browells Lane, 90 from Northolt to Feltham Leisure West, 490 from Richmond or Hatton Cross to Browells Lane, 117 from West Middlesex University Hospital or Staines to Feltham Station, and 235 from Brentford or Sunbury to Feltham Station

Train – 10-minute walk from Feltham station

Travelling by car

We have on-site parking, but this needs to be booked prior to visiting.

