

ROLE PROFILE
August 2025

JOB TITLE:	Teacher
SERVICE AREA:	Education
RESPONSIBLE TO:	Head Teacher
WORKING HOURS:	Monday to Friday: 08:30am – 16:30/17:00pm
JOB PURPOSE:	<p>As a team member you will have a significant teaching role within the school. You will be expected to take the lead in recording individual students' progress, collect and interpret specialist assessment data and to work with colleagues to develop pupils social, emotional, and behavioural skills</p> <p>To plan, prepare and teach courses, schemes of work, and individual lessons, appropriate to the needs, interests, experience and existing knowledge of the pupils in the school.</p>
SAFEGUARDING REQUIREMENTS	<p>The post holder must undertake an enhanced DBS Disclosure check prior to their employment and then on a 3-yearly update. Safeguarding training to the required standard and frequency must be undertaken to be compliant with regulations.</p> <p>Five Rivers requires full and satisfactory employment references. We require all new employees to bring proof of their identity and proof of right to work in the UK</p>

Customer	<ul style="list-style-type: none"> • Internal and external customer satisfaction and feedback • Quality of educational provision that demonstrates pupil progress • Ensuring that the educational needs of the pupils are met
People	<ul style="list-style-type: none"> • Staff performance and competence • Staff retention • Staff wellbeing • Effective working relationships with colleagues and stakeholders
Process	<ul style="list-style-type: none"> • Ofsted ratings achieved • Regard to safeguarding procedures and policies. • All educational statutory requirements met. • Access for all to appropriate national qualifications and accreditations
Financial	<ul style="list-style-type: none"> • Always use educational resources effectively and efficiently • Follow Five Rivers procedures for purchasing goods via Teacher in Charge

RESPONSIBILITIES AND DUTIES

- Establish short, medium- and long-term plans for the development and resourcing of the SEN function within the school

- Monitor the progress made in achieving plans and targets, and evaluate the impact on teaching and learning
- Coach all members of staff across the school to recognise and fulfil their statutory responsibilities to all pupils
- Disseminate good practice relating to SEN through INSET, coaching and mentoring mechanisms
- Provide guidance on a choice of appropriate teaching and learning methods, in addition to coaching relating to the delivery of these methods
- Monitor the quality of support for students with SEN
- Ensure schemes of work are differentiated appropriately and evaluate the impact on teaching and learning
- Evaluate the quality of teaching and standards of achievement/attainment for students with SEN and set targets for quality-controlled improvement
- Plan, delegate and evaluate work carried out by colleagues, and ensure a consistent approach regarding SEN across the school
- Encourage all staff to recognise and fulfil their statutory responsibilities
- Identify resources needed to meet the needs of students with SEN and advise the Headteacher of priorities for expenditure
- Ensure effective systems of communication, including feedback about students' learning to inform future planning
- Support the Headteacher in meeting statutory responsibilities for SEN Statements/Education and Health Care Plans and their Annual Reviews, leading the Annual Review meetings for students' receipt of either a Statement or an Education and Health Care Plan
- Create and develop Learning Plans and timetables for pupils to access the Centre
- Help plan, design and deliver and innovative curriculum focussed on the complex needs of students
- Liaise with other colleagues to plan and prepare for students to successfully access sessions to work with colleagues in developing their pupils' social, emotional and behavioural skills
- To take responsibility for tracking pupil progress and for collecting and monitoring data to support teaching and learning
- To deliver and facilitate dynamic, creative and active lessons
- regular submission of schemes of work and lesson planning to line manager
- maintenance of pupil and class records
- completion of pupils' subject reports and profiles assessment, monitoring and evaluation in line with the academy policy
- setting of pupil targets
- tracking pupil progress
- setting and marking of regular homework
- undertaking regular sampling of pupil's work
- management of relevant resources including care of equipment, stock and delegated budget where appropriate
- To identify resources required to sustain and embed high quality subject delivery
- To work in partnership with a range of agencies and providers as appropriate to deliver a broad and balanced curriculum offer
- To have pastoral and lead professional responsibility for a group of pupils, planning for positive outcomes
- To take an active role in encouraging good attendance of pupils
- To identify the individual learning needs of pupils
- To prepare school reports in line with statutory requirements for reporting to parents/carers and to adhere to the annual schedule for completing pupil profiles including attendance at parents' /carers' meetings

- To work with colleagues to develop and implement pupils' Individual Education Plans
- Personal Learning Plans, including the arrangements for reintegration to school or for transition to other suitable provision, education, employment or training as appropriate
- To contribute to the school's development plan
- Undertake such other duties that may be required from time to time as reasonably determined by the Head teacher
- The duties are neither exclusive nor exhaustive and the post holder may be required to carry out appropriate duties within the context of the job, skills and grade

	ESSENTIAL The minimum acceptable levels of safe and effective job performance	DESIRABLE The attributes of the ideal candidate	Assessment Method
Experience	<ul style="list-style-type: none"> • Experience of teaching within a primary and or secondary setting – significant teaching experience • Experience of working within an SEMH setting • Experience of leading / co-ordinating professional development and inset training • 	Experience of working with SEMH Children/Young People	
Qualifications / Knowledge	<ul style="list-style-type: none"> • Qualified Teacher Status • Professional SENCO Qualification • Evidence of continuous professional development • Committed to continual professional development • 		
Skills/ Abilities	<ul style="list-style-type: none"> • Be resilient and demonstrates the ability to work well under pressure • Work constructively as part of a team • Has experience of teaching pupils with Social, emotional and Mental Health difficulties • An understanding of the care system and processes • Effective time management • ITC experience relevant to the role • Able to adopt a flexible working practice • Willing to work within organisational procedures, processes and to meet the required standard of the role • Understanding of relevant policies/ code of practices and awareness of relevant legislation • 		
Health	To be fit and able to fulfil the physical requirements of the role, together with reliability in attendance at work		Health Questionnaire
Training	Willing and able to participate in training and professional development. Able to attend occasionally training in other company locations.		Application Form Interview

	ESSENTIAL The minimum acceptable levels of safe and effective job performance	DESIRABLE The attributes of the ideal candidate	Assessment Method
General	Eligible to work in UK. Able to work extra hours to cover sickness or leave at short notice. Be willing to work in other locations of the company if required	Hold a full driving licence Able to drive a car Understanding of Health and Safety in the workplace	Application Form Interview

Equality & Diversity

We are committed to promoting Equality and Diversity. To ensure commitment is put into practice; we have policies which seek to eliminate unfair and unlawful discrimination. All employees have a role to play in supporting equality and diversity ensuring that the services we deliver are free from discrimination for both children and adults.

Our Company Values:

Respect Adaptability Integrity Support Excellence

Our Social Compact: As a social enterprise we ask individuals in Five Rivers to do the following:

- Buy from local independent retailers where possible helping support our local communities, creating an environment that is positive for care leavers and children in care
- To help support local community enterprises, charities, voluntary groups, to help build better communities where we can. This may be through providing resources such as meeting room spaces, helping with management or training decisions, or other variety of ways that this may help improve local community resources.
- to take the opportunity to promote better understanding of children in care.
- With suppliers – which may vary in different locations and budgets, that we ask that our suppliers consider offering meaningful work placements and interview experience for those looking for work experience from our 'looked after' population. To give them the opportunity to show their skills and talents and to keep an open mind about their employment potential.

For the environment:

- To support the organisation to improve its contribution to managing the harm to the environment by reducing our carbon footprint. We have a three-yearly audit, ESOS, which tells us how we are doing, and we are carry out an annual audit of our social value and environmental footprint.
- We ask all individuals to work with us, too at home and at work to reduce their carbon footprint for the good of children in the future.

It is the nature of work of Five Rivers that tasks and responsibilities are, in many circumstances, unpredictable and varied. All staff are, therefore, expected to work in a flexible way when the occasion arises where tasks are not specifically covered in the Job Description and must be undertaken.

Signed Date
(Job Holder)

Signed (Line Manager)Date