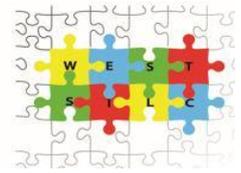


POST 16 TEACHER RECRUITMENT



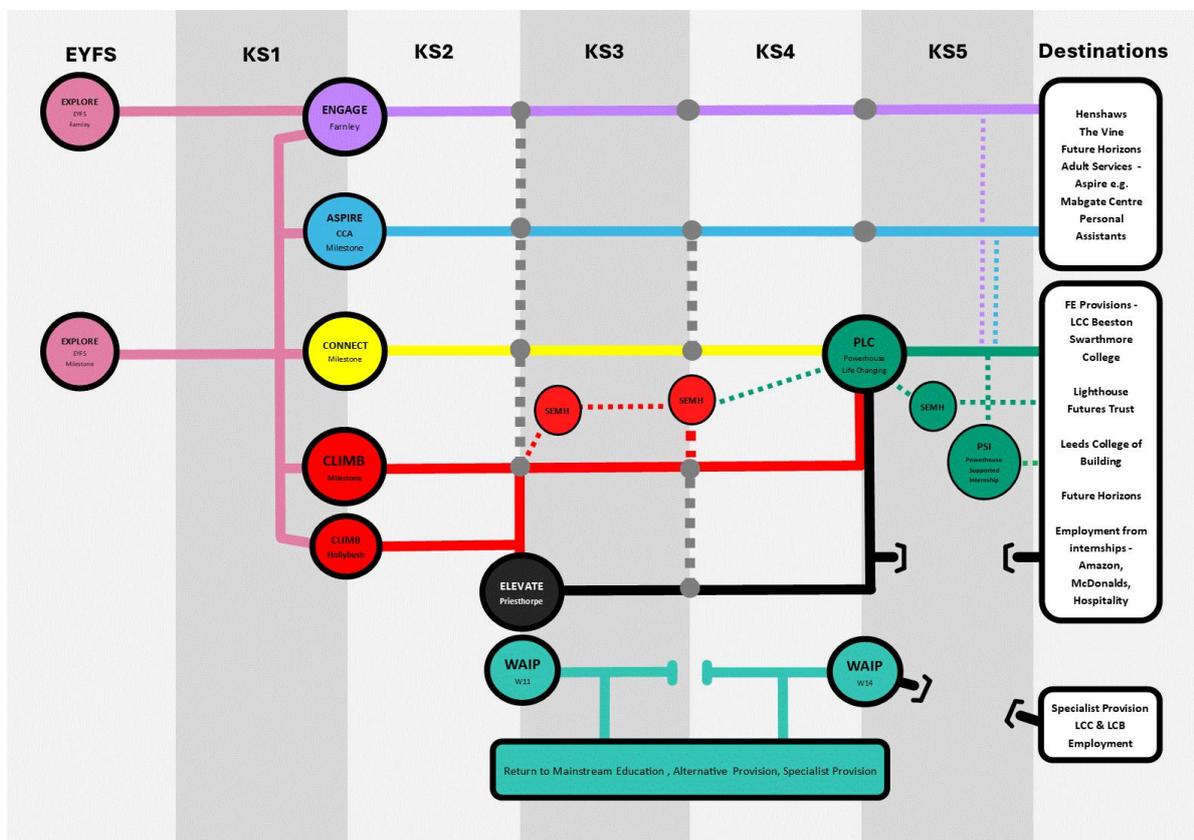
The Powerhouse: Life Changing

Welcome to Our School

We are an all-age, 2-19, generic special school dedicated to nurturing learners with moderate, severe, profound and multiple learning difficulties, autism, communication challenges, sensory processing differences, and SEMH needs on their learning journey. Our provision is based on specialist sites and mainstream partnerships in the West of Leeds.

Each cohort of learners is primarily based within one specialist pathway, where they access a unique, expertly tailored curriculum built around their individual needs, interests and aspirations. As learners grow and progress, they can move flexibly between pathways - ensuring their journey always matches their evolving strengths and goals.

Our school is a place where every learner is seen, heard, and valued – and where every staff member is part of something truly meaningful.



Develop confidence, independence and self-esteem; Actively contribute to their own learning;
 Develop respect for themselves and others; Enjoy and achieve their full potential.

The curriculum has been designed to provide all our children and young people with a coherent, structure of learning that leads to an active life where each individual can fully engage with their community. The priority is to develop learners' independence and confidence to manage their future, by raising learners' aspirations, equipping them with the necessary skills and moxie (*force of character, determination, nerve*) to allow them to access all of the opportunities which are open to them. It is designed to enable personalisation, through specific approaches within teaching and learning groups enabling all learners to make progress at their own academic and developmental level. Our learners will be deeply engaged and fulfilled by their education, making excellent progress and leave happy, ready for their next level of learning or employment.

Step into *The Powerhouse* - West SILC's vibrant, future-focused post-16 college department - where **education meets transformation.**

This isn't just a job. It's a **mission**. A chance to guide, inspire, and empower young adults with learning difficulties as they transition into **meaningful, independent lives**.

Why Powerhouse?

Because Lives Change Here.

Our Powerhouse Life-Changing Pathway is built on **innovation, inclusivity, and ambition**. It offers **dynamic, immersive learning environments** focused on preparing our young people for adulthood. Designed for learners aged 16 to 19, our bespoke curriculum is grounded in real-world learning and prepares young people not only to **live independently** but also to **thrive in employment**—wherever their journey leads. Through these two interconnected strands—**Learning to Live** and **Learning to Earn**—we don't just prepare learners for adulthood. We **launch them into it**.

- **Learning to Live:** Daily living, personal care, and community inclusion taught in real-world simulated environments
- **Learning to Earn:** Vocational learning and employment readiness, supported by enterprise projects and work placements (including partnerships with Amazon!)

Powerhouse is home to:

- **The Foundry:** Our employment suite housing learning zones including warehouse, barista training, office, bar tending training area and kitchen.
- **The Hub:** Our life-skills suite including a simulated supermarket, hotel room, post office, and travel training area.
- **HQ:** Including our own library and café area, designed and run by students and our brand new IKEA home management learning zone.

What Makes Us Different?

At the heart of everything we do is a deep belief in:

- Empowerment – Supporting learners to own their decisions and shape their future.
- Independence – Equipping individuals to stand tall and live with confidence.
- Dignity and Respect – Celebrating every learner's unique strengths, potential and dreams.
- Holistic Growth – We nurture the whole person—cognitive, social, emotional, and vocational.
- Community Connection – Learners actively engage in a wide variety of work placements, trips, enterprise projects, and real-life travel training.

Strand 1: *Learning to Live*

Learners gain essential life skills that promote autonomy and wellbeing, including:

- Personal Care, Health & Nutrition
- Independent Living: Budgeting, travel, cooking, and home management
- Social & Communication: Advocacy, relationship safety, and digital citizenship
- Money Matters: Real-life budgeting, shopping, and financial planning
- Community Engagement: Using public services, safe travel, and contributing to society

All of this happens in *The Hub*, our fully equipped Life Skills Suite, and Get Cooking which includes:

- A real-world Supermarket (with digital pricing!)
- A fully functional Post Office, Hotel Room, Kitchen, and Travel Zone

- A Bake-off style specialist kitchen
- Powerhouse HQ designed by IKEA!

Strand 2: Learning to Earn

This is where we prepare learners for the world of work with:

- Work Readiness: Timekeeping, teamwork, and workplace communication
- Vocational Training across industries
- Enterprise & Entrepreneurship opportunities
- Work Placements & Supported Internships (including with Amazon)
- Job Coaching: CV writing, interview prep, and personal career planning

This strand lives in *The Foundry*, our dynamic Employment Suite, featuring:

- A Warehouse built by Amazon
- Barista & Bartending Training
- Office Skills & Catering Kitchen

Every zone replicates a real workplace, giving learners authentic, hands-on experience to build confidence, skills, and ambition.



How We Teach:

Teaching at Powerhouse is all about connection, creativity, and care:

- ✔ Bespoke Learning Plans – Tailored to each learner’s needs and aspirations
- ✔ Hands-on, Experiential Learning – In real and simulated environments
- ✔ Multi-Sensory Approaches – Inclusive and engaging for all
- ✔ Strong Partnerships – With families, employers, and local businesses
- ✔ Flexible Pathways – Adapting to each learner’s evolving goals

Our Impact – Where Learners Soar

We don’t just measure success by qualifications. We measure it in:

- ✦ Confident communicators who can self-advocate and build lasting relationships
- ✦ Independent young adults who can manage their health, home and finances
- ✦ Positive community engagement, self-regulation, and personal pride
- ✦ Progression to meaningful destinations – employment, further education, supported living, and more

With 95% of our learners successfully transitioning to their chosen destination and our NEET rate well below national average, Powerhouse is delivering real results.

Key Accreditations & Pathways

Learners work towards:

- 🎓 Functional Skills (Entry 1 to Level 2)
- 🎓 BTECs, Entry/Pre-Entry Qualifications
- 🎓 Duke of Edinburgh Bronze Award
- 🎓 Vocational accreditations (e.g. Barista, Food Hygiene, Digital Skills)
- 🎓 Supported Internships with major partners like Amazon

Hear the Call?

If you're passionate about person-centred learning, believe in real-world outcomes, and are ready to work in a team that values bold ideas and deep care, then Powerhouse is calling.

Come be part of something bigger. Change lives. Inspire independence. Empower futures.

West SILC – Working in Partnership to Make a Difference

We aim for all our students, irrespective of social class, age, gender, ability, religion, race or creed to:

- Develop confidence, independence and self-esteem.
 - Actively contribute to their own learning.
- Develop respect for themselves and others.
 - Enjoy and achieve their full potential.

Job Description – Class Teacher

Job Title: Class Teacher

Salary: M1 – UPS3, Minimum SEN Allowance

Contract Type: Permanent

Reporting to: Pathway Leader / SLT

Location: West SILC

Core Purpose:

To deliver outstanding, engaging, and meaningful teaching to learners, ensuring their academic, personal, social and emotional development in line with their EHCPs.

Key Responsibilities:

- **Deliver a person centered, aspirational curriculum** for post 16 learners, adapted creatively to the needs, future interests and abilities of learners on your pathway – including contextualised, immersive, therapeutic and visual approaches.
- **Facilitate learning that empowers and engages**, enabling learners to make meaningful progress across both academic and personal outcomes, effectively equipping them with all the skills for the next stage in their journey.
- **Plan and deliver high-quality, personalised sessions across both Learning to Live and Learning to Earn strands** ensuring sessions are purposeful, inclusive and rooted in each learner’s EHCP, aspirations, strengths and communication style.
- **Build positive, trusting relationships** that promote learner wellbeing, emotional regulation and independence – using tools like Zones of Regulation and structured visual supports.
- **Inspire curiosity, motivation and joy** through consistent routines, multi-sensory experiences, and meaningful enrichment, both inside and outside the classroom.
- **Track and celebrate progress** using *Evidence for Learning*, documenting every small step on our Learning Journeys and EHCP small steps.
- **Work collaboratively with support staff, therapists and families**, building strong partnerships to support holistic learner development.
- **Champion the values and aspirations of the Pathway and West SILC**, contributing to a culture of inclusion, respect and high expectations.
- **Take the lead on an area of curriculum**, developing engaging plans with clear goals and success criteria that support independence, life skills, and preparation for adulthood.
- **Support the wider school vision** by contributing to whole-school improvement, planning, and the development of inclusive policies and practices.
- **Reflect on your practice and grow professionally**, using feedback, performance management and CPD to continually refine and improve your impact.
- **Support learners across the SILC**, being flexible to teach on any site as needed, and always committed to making a difference wherever you’re based.

What this means in more detail:

Planning, Teaching and Class Management

You will:

- Plan engaging, progressive lessons that are tailored to each learner's strengths, needs and next steps – always with high expectations and meaningful outcomes in mind.
- Set clear, ambitious teaching objectives, and choose exciting, relevant ways to teach and assess them.
- Use time effectively and plan tasks that challenge, motivate and support each learner to succeed.
- Stay responsive to learners' profiles – including communication styles, EHCP targets and sensory needs – and adapt your teaching accordingly.

Your teaching will:

- Blend structure with creativity, using practical, contextualised, immersive and therapeutic approaches that bring key ideas to life.
- Embrace a wide variety of resources – including ICT, assistive tech, and visual tools – to maximise accessibility and interest.
- Encourage participation, independence and joy in learning.
- Help every learner move closer to their personal potential, no matter their starting point.

In your classroom:

- You'll create a calm, consistent and respectful learning environment.
- You'll support learners to regulate their emotions and make positive behaviour choices.
- You'll celebrate progress – not just in levels, but in confidence, engagement and relationships.
- You'll ensure all learners are seen, supported and safe, and that their achievements compare positively with those in similar settings.

Monitoring, Assessment and Reporting

You will:

- Use assessment to drive learning – identifying what's working, what's next, and how to get there.
- Mark, monitor and reflect on work to inform planning and celebrate success.
- Set personalised targets and track progress through *Evidence for Learning* and our *Strides* assessment.
- Keep clear, purposeful records that highlight growth, inform interventions and shape next steps.
- Share progress meaningfully with learners, families, and the wider team – building trust and collaboration through transparency and care.

Pastoral Responsibilities

You will:

- Be a form tutor, providing structured pastoral support and a consistent point of contact to help learners feel secure, understood and ready to engage.
- Promote attendance, engagement, and participation in all areas of school life.
- Be responsible for reviewing and developing each child's EHCPs, behaviour plans, risk assessments and personal profiles in your class.
- Be proactive in spotting and supporting learners' challenges – working with colleagues and families to find solutions.
- Build positive, respectful relationships with families, carers and external professionals – always putting the learner's wellbeing first.

Curriculum Leadership (Area to be Agreed)

As a curriculum lead, you will:

- Coordinate planning, resources and activities within your subject or focus area.
- Support colleagues in delivering exciting, relevant and inclusive learning experiences.
- Review and evolve the curriculum collaboratively, keeping learners' needs and strengths at the heart of your decisions.
- Stay current with national and sector developments in your area, bringing fresh ideas to the team.

Professional Responsibilities

You will:

- Understand and fulfil your professional and legal duties – including those related to KCSIE, safeguarding and child protection.
- Model the school's values in everything you do – from your appearance and conduct to your relationships with learners and staff.
- Engage fully with the life of the school – contributing to meetings, reviews, school events and working parties as needed.
- Stay committed to your own growth, seeking out CPD and using what you learn to enhance your impact.
- Positively contribute to school priorities – including wellbeing, equity and Every *Child Matters* agenda.
- Build positive relationships with families and governors, sharing your passion for what's possible for our learners.
- Take on additional responsibilities in line with the evolving needs of the school – always with the goal of making a real difference.

General Duties:

- Safeguard and promote the welfare of all learners.
- Contribute to whole-school improvement, staff training, and the positive ethos of the Post 16 department.
- Fulfil professional duties outlined in the Teachers' Standards.

Person Specification – Class Teacher (Post 16 Powerhouse: Life Changing Pathway)

NB. Essential criteria are the qualities that candidates must have to do the job. Desirable criteria are the extra qualities that will enhance a candidate’s job performance and aid short listing. Ensure that your written application and your performance through the selection process demonstrates these.

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status 	<ul style="list-style-type: none"> • Additional qualifications in SEND, autism, or SEMH education • Evidence of ongoing professional development in SEND or vocational learning / related fields
Experience	<ul style="list-style-type: none"> • Good or outstanding teaching experience in any setting (mainstream/SEND/PRU/AP/FE) • Ability to deliver engaging, life and work skills based, personalised sessions • Able to track progress through formative and summative methods; assessing progress through small steps • Strong understanding and experience of Preparing for Adulthood outcomes and developing in terms of inclusive, adaptive teaching approaches to SEND learners • Creative approach to teaching life skills and vocational subjects • Experience of supported internships, enterprise projects or employer engagement • Relevant qualifications • Confidence in supporting emotional regulation and learner wellbeing • Able to create appropriate EHCP outcomes and breaking down into smaller steps • Successful strategies for supporting young people with social, emotional and mental health needs • An understanding of the needs of parent/carers of young adults with SEND. 	<ul style="list-style-type: none"> • Able to adapt teaching to outcomes from – Entry Level to Level 2 (functional skills) • Qualifications experience – delivering <ul style="list-style-type: none"> ○ Functional Skills (Entry 1 to Level 2) ○ BTECs, Entry/Pre-Entry Qualifications ○ Duke of Edinburgh Bronze Award ○ Vocational accreditations • Experience teaching learners with moderate to severe learning difficulties and additional needs • Delivering speech and language programmes, use of visuals, task plans, etc. • Experience using Evidence for Learning assessment (or similar) • Training in Zones of Regulation or similar approaches • Knowledge of therapeutic interventions • Experience in holding annual reviews and associated paperwork • An understanding of the needs of parent/carers whose children are at risk of disaffection/exclusion or developing mental health problems or and supporting them to allow their child to become independent.
Personal Qualities	<ul style="list-style-type: none"> • Passion for meeting the needs of neurodiverse learners and building positive relationships • Strong team working and communication with professionals and families • Reflective, creative, nurturing, and inclusive in approach • Resilience and determination to succeed 	<ul style="list-style-type: none"> • Understanding of trauma-informed and attachment-aware approaches • Experience leading a class team (e.g., HLTAs, support staff) • Emotional self-awareness

Criteria	Essential	Desirable
	<ul style="list-style-type: none"> • Good communication skills, able to establish credibility, trust and work collaboratively with pupils, school staff, other professionals and community groups • Tactful, patient and sensitive • Innovative and resourceful 	
Safeguarding & Equality	<ul style="list-style-type: none"> • Commitment to safeguarding, equality, and promoting a safe learning environment • Enhanced DBS checks 	<ul style="list-style-type: none"> • Experience contributing to safeguarding planning and behaviour support strategies, individual pupil risk assessments