



POST 16 CLASS TEACHER

Job Title: Post 16 Class Teacher

Section: Post 16

Reports to: Senior Leadership Team / Post 16 Lead

Responsible for: The teaching, learning, progress and wellbeing of students within the allocated Post 16 class

Contract: Part-time 0.4, permanent

Salary: Main Teachers' Pay Scale + SEN1 allowance

Job Share: This post will form part of a job-share arrangement with an experienced Post 16 SEND teacher within the established Post 16 team.

1. Purpose of the Post

Sandgate School is a special school for children and young people aged 3–19 years. Our students have diverse strengths, interests and abilities and may have severe, profound and complex needs.

The Post 16 Class Teacher will:

- Provide high-quality, person-centred teaching and learning for students aged 16–19.
- Plan and deliver an engaging Post 16 curriculum that builds on students' strengths, interests, communication, independence and aspirations.
- Support students to develop the skills they need for adulthood, including independence, communication, community participation, employability and preparation for their next steps.
- Develop meaningful opportunities for students to apply their learning in practical, community and work-related contexts.
- Work closely with the existing Post 16 teacher and wider team to provide consistency, continuity and high-quality provision across the job-share.
- Work collaboratively with teaching assistants, families, therapists and other professionals to ensure that individual needs are understood and effectively supported.
- Set high expectations for every student and enable them to make meaningful progress towards personalised outcomes.

- Contribute positively to the wider life, ethos and continued development of Sandgate School.

2. Teaching and Learning

The post holder will:

- Plan and teach well-structured, engaging and appropriately differentiated lessons for learners with a wide range of abilities and complex needs.
- Develop learning opportunities that are relevant to students' age, interests, aspirations and future lives.
- Provide opportunities for students to develop functional and transferable skills through real-life learning.
- Develop students' independence and ability to make choices and communicate preferences.
- Support students to develop skills for adulthood, including self-advocacy, communication, social interaction, personal organisation and community participation.
- Develop opportunities for work-related learning, enterprise, volunteering, work experience and other appropriate vocational experiences.
- Support students to develop employability skills and understand the expectations of different work and community environments.
- Provide opportunities for students to practise skills across different contexts and environments.
- Adapt teaching, resources, communication approaches and the learning environment to meet individual needs.
- Use a range of teaching approaches and learning styles to engage students and promote progress.
- Integrate relevant technology and assistive technology into learning where appropriate.
- Work with therapy colleagues to incorporate appropriate physiotherapy, occupational therapy, speech and language and other professional advice into classroom practice.
- Implement individual behaviour strategies and Positive Behaviour Plans consistently and positively.
- Promote a safe, calm, respectful and inclusive learning environment.
- Make effective use of assessment to identify progress, next steps and appropriate interventions.

3. Post 16 Curriculum and Preparation for Adulthood

The post holder will contribute to a Post 16 curriculum which supports students to prepare for their adult lives.

This will include, where appropriate:

- Independence and life skills.
- Communication and social development.
- Community access and participation.
- Travel training and safe use of public transport.
- Work-related learning and employability.
- Enterprise and vocational learning.
- Personal development and wellbeing.
- Preparation for transition to college, supported employment, volunteering, day opportunities or other appropriate destinations.
- Developing students' awareness of their strengths, interests, skills and aspirations.
- Creating opportunities for students to practise skills in authentic real-life contexts.

The post holder will work with students, families and the wider Post 16 team to identify appropriate aspirations and develop personalised learning opportunities that reflect individual strengths, needs and future goals.

4. Assessment, Progress and Achievement

The post holder will:

- Establish high expectations for individual student progress and achievement.
- Set appropriate individual learning targets and contribute to the review of Education, Health and Care Plan outcomes.
- Use relevant assessment systems and evidence to demonstrate progress.
- Monitor academic, functional, communication, independence and vocational progress.
- Record and evaluate student achievement accurately and consistently.
- Use assessment information to adapt teaching and identify next steps.
- Contribute to annual reviews, progress meetings and other relevant meetings.
- Maintain accurate records of student learning, progress, behaviour and achievement.

5. Teamwork and Job Share

As this is a job-share post, the successful candidate will be expected to establish an exceptionally effective professional partnership with the existing Post 16 teacher.

This will include:

- Planning collaboratively and sharing responsibility for the class.
- Maintaining clear and consistent expectations and approaches across the job-share.
- Communicating effectively regarding student progress, wellbeing, behaviour, learning and any significant events.
- Ensuring effective handover of information between working days.
- Maintaining consistency in curriculum delivery, assessment and student support.
- Sharing ideas, resources and professional expertise.
- Working positively with the established Post 16 team and contributing to a culture of mutual support and professional learning.

6. Working with Support Staff and Professionals

The post holder will:

- Deploy and direct teaching assistants effectively to maximise student learning, independence and progress.
- Provide clear guidance to support staff regarding learning objectives, individual needs and behaviour strategies.
- Promote student independence rather than unnecessary adult dependency.
- Work collaboratively with colleagues across the school.
- Liaise effectively with families and carers.
- Work with therapists, psychologists and other professionals where appropriate.
- Contribute to and implement individual Education, Behaviour, Risk Assessment, Personal Care and Therapy Care plans as required.
- Ensure that agreed strategies and professional recommendations are reflected in day-to-day classroom practice.

7. Safeguarding, Behaviour and Wellbeing

The post holder will:

- Safeguard and promote the welfare of all students.
- Follow all safeguarding, health and safety and school policies and procedures.
- Create a safe, supportive and respectful learning environment.
- Use positive, solution-focused approaches when responding to behaviour and conflict.

- Understand the impact that communication, sensory, emotional and social needs may have on behaviour.
- Respond calmly and consistently to challenging or complex behaviour.
- Promote students' emotional wellbeing and sense of belonging.
- Maintain professional boundaries and demonstrate appropriate professional conduct at all times.

8. Wider Professional Responsibilities

The post holder will:

- Contribute positively to the wider life and ethos of Sandgate School.
- Participate in meetings, professional development and school activities as required.
- Maintain and develop professional knowledge and expertise in SEND and Post 16 education.
- Reflect on teaching practice and respond positively to feedback.
- Communicate effectively with colleagues, students, families and external professionals.
- Contribute to the ongoing development of Post 16 provision.
- Undertake other duties appropriate to the level and nature of the post, as reasonably required by the Senior Leadership Team.

Sandgate School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to appropriate pre-employment and enhanced DBS checks.



POST 16 CLASS TEACHER – PERSON SPECIFICATION

Qualifications and Experience

Essential	Desirable
Qualified Teacher Status (QTS).	Further qualification in Special Educational Needs.
Successful classroom teaching experience.	Experience of teaching learners aged 16–19.
Experience of working with learners with SEND.	Experience of teaching learners with severe, profound and complex needs.
Experience of working with learners with autism and/or communication needs.	Experience of Post 16 SEND provision.
Evidence of relevant continuing professional development.	Experience of work-related learning, employability or vocational education.
Experience of working collaboratively as part of a professional team.	Team Teach / positive handling training.
Experience of working positively with families and other professionals.	Safeguarding training.
	Experience of managing/deploying teaching assistants.

Teaching Skills and Knowledge

Essential

The successful candidate will:

- Have high expectations of all students and a strong commitment to achieving meaningful outcomes for learners with SEND.
- Plan and deliver well-structured, engaging and appropriately differentiated learning.

- Understand how to adapt teaching to meet a wide range of learning, communication, sensory, social, emotional and behavioural needs.
- Understand the importance of person-centred planning within Post 16 education.
- Be able to develop learning opportunities which promote independence and preparation for adulthood.
- Understand the importance of functional, practical and real-life learning for young people with SEND.
- Be able to identify and develop students' strengths, interests and aspirations.
- Have an understanding of how learning can be transferred from the classroom into community and work-related settings.
- Use assessment effectively to identify progress, set appropriate next steps and adapt teaching.
- Be able to implement individual behaviour strategies and Positive Behaviour Plans.
- Be able to create and maintain a safe, positive and inclusive learning environment.
- Understand the importance of working collaboratively with families, teaching assistants, therapists and other professionals.
- Be able to deploy and direct support staff effectively.
- Be able to communicate clearly and sensitively with a range of stakeholders.
- Be committed to reflective practice and ongoing professional development.
- Be able to contribute positively to the wider life and ethos of Sandgate School.

Desirable

- Experience of using assessment systems relevant to SEND.
- Experience of developing work experience, vocational learning or community-based learning.
- Experience of supporting travel training or independent community access.
- Experience of supporting transition to college, employment, supported internships, volunteering or other post-school destinations.
- Experience of integrating speech and language, occupational therapy or physiotherapy advice into classroom practice.
- Experience of working with students with complex behaviour.
- Experience of using assistive technology or ICT to support learning and communication.

Personal and Professional Conduct

Essential

The successful candidate will:

- Build positive relationships with students, families, colleagues and other professionals based on mutual respect.
- Demonstrate patience, empathy, resilience and a non-judgemental approach.
- Have a strong commitment to inclusion and equality of opportunity.
- Be able to remain calm and solution-focused when faced with challenging situations.
- Demonstrate high levels of reliability and professional integrity.
- Be flexible and able to respond positively to the changing needs of students.
- Be committed to safeguarding and promoting the welfare of children and young people.
- Have proper and professional regard for the ethos, policies and practices of Sandgate School.
- Be willing to reflect on their own practice, accept constructive feedback and seek to improve.
- Demonstrate excellent teamwork and communication skills.
- Understand the particular importance of consistency, communication and professional trust within a job-share arrangement.
- Be committed to working as part of an established Post 16 team and sharing responsibility for the success of the class.

Key Attributes

We are looking for a teacher who is:

Person-centred – sees the young person first and builds learning around their strengths, interests, needs and aspirations.

Aspirational – has high expectations and believes that every young person can make meaningful progress.

Practical and creative – can turn curriculum objectives into engaging, purposeful and real-life learning experiences.

Collaborative – values the expertise of colleagues, support staff, families and other professionals.

Reflective – is open to learning, feedback and professional development.

Calm and consistent – can respond positively and confidently to complex needs and behaviour.

Committed to preparation for adulthood – understands that Post 16 education is about more than academic achievement and supports students to develop independence, confidence, employability and meaningful opportunities for their future.

A strong job-share partner – communicates openly, shares information effectively and works collaboratively to provide consistency for students, families and the wider team.