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**Position:** Teacher – Further Education

**Grade:** Upper 1

**Reports to:** Headteacher

**Role Overview:**

**To deliver high-quality, inclusive teaching and learning to students aged 16–25 with a range of special educational needs and disabilities (SEND), supporting their personal development, independence, and preparation for adulthood, employment, or further training.**

**Key Responsibilities:**

#### ****Teaching & Learning****

* Plan and deliver differentiated lessons in accordance with individual Education, Health and Care Plans (EHCPs).
* Deliver Accreditation Pathways appropriate to learner abilities.
* Use a variety of teaching strategies and resources to support diverse learning needs, including communication, sensory, and behaviour support.
* Create a positive and safe learning environment that promotes student engagement and well-being.
* Assess, record, and report on students’ progress, development, and attainment.

#### ****Curriculum and Planning****

* Contribute to the development of an engaging FE curriculum that prepares students for adult life, further education, supported employment, or community participation.
* Work collaboratively with therapists, support staff, and external agencies to deliver holistic, person-centred programmes.
* Integrate employability skills, independent living skills, and social development into lessons.

#### ****Pastoral Support****

* Foster strong, trusting relationships with students, encouraging confidence, self-esteem, and resilience.
* Provide guidance and support for personal care, emotional regulation, and social interaction as needed.
* Promote and safeguard the welfare of all students in accordance with school policies.

#### ****Teamwork and Communication****

* Work effectively as part of a multi-disciplinary team including teaching assistants, therapists, and pastoral staff.
* Liaise regularly with parents/carers, external professionals, and post-school providers to support transition and outcomes.
* Attend and contribute to review meetings, EHCP annual reviews, and professional development sessions.

**Essential Skills:**

* Qualified Teacher Status (QTS/QTLS) or equivalent teaching qualification.
* Experience teaching students with special educational needs, preferably in an FE or post-16 setting.
* Knowledge of SEND, inclusive teaching strategies, and differentiated planning.
* Strong communication, organisational, and interpersonal skills.
* A commitment to safeguarding and promoting the welfare of vulnerable young people.

**Desirable Skills:**

* Additional qualifications in SEND, autism, or specific interventions (e.g., Makaton, PRICE, PECS).
* Experience with EHCPs, Accreditation or Vocational Pathways.
* Knowledge of Preparation for Adulthood outcomes.
* Familiarity with assistive technology or augmentative communication.

**Vetting Requirements:**

This post is subject to an Enhanced Disclosure and Barring Service (DBS) check. As per safer recruitment guidelines, references will be requested prior to interview.

Contact Details for an Informal Discussion:

S.Kitching Deputy Head of Hollywater School @ s.kitching@hollywater.hants.sch.uk

Hollywater School and Hampshire County Council is committed to safeguarding and promoting the welfare of children, young people and adults. We expect all employees, workers and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

In order to combat discrimination, no unnecessary conditions or requirements will be applied which could have a disproportionately adverse effect on any one group. All sections of the population will have equal access to jobs. No applicant or employee will receive less favourable treatment because of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage or civil partnership and pregnancy or maternity, unless a Genuine Occupational Requirement (GOR) applies.

We are a Disability Confident Employer - committed to ensuring that our recruitment and selection process is inclusive and accessible.