



POSITION: English Teacher

ABOUT US

East Hall School is a unique and growing specialist SEMH school based in rural Hertfordshire, with a strong emphasis on the outdoors, relationships, connection and preparation for life beyond school.

As we develop across multiple sites, our priority is to ensure that every part of East Hall School remains rooted in the same shared ethos: creating safe, nurturing and ambitious environments where young people can reconnect with education, build confidence in themselves and others, and develop the skills they need to participate successfully in the world around them.

We are committed to providing an outstanding educational experience alongside highly individualised social and emotional support. Our curriculum is carefully planned, ambitious and responsive to the needs, interests and aspirations of each student. We recognise that academic progress is most meaningful when young people feel safe, understood and ready to learn.

Our approach is relational and child-centred. Emotional wellbeing sits at the heart of East Hall School, and we place great importance on connection — with trusted adults, peers, animals, the natural environment and, importantly, with oneself. We believe that strong relationships create the foundation from which learning, independence and personal growth can develop.

The majority of our students have an Education, Health and Care Plan (EHCP), and many have experienced significant barriers to education, including trauma, disrupted placements and periods of disengagement from school. We understand that successful education for these young people requires more than simply returning them to a classroom.

As East Hall School continues to grow, we remain committed to retaining the individualised, relational approach on which the school was founded. Our multi-site model enables us to broaden the range of opportunities available to students while maintaining the sense of community, consistency and connection that defines East Hall School.

Our aim is not simply for students to succeed at school, but to leave East Hall with the confidence, qualifications, relationships and practical skills they need to build fulfilling and successful lives.



BASIC INFORMATION

JOB TITLE	English Teacher	DEPARTMENT	Key Stage 3 & 5
SUPERVISOR	Headteacher		

Overview of Role:

The English Teacher will provide high-quality, ambitious and individualised English teaching across Key Stages 3 and 5.

At Key Stage 3, the postholder will develop students' reading, writing, speaking and listening skills while building confidence and engagement with English.

At Key Stage 5, the postholder will deliver targeted GCSE English resit provision for students who require further support to achieve or improve their qualification.

The role requires a teacher who can combine strong subject knowledge with relational, adaptive and creative teaching approaches, supporting students with SEMH, SEND, disrupted education and gaps in prior learning.

KEY RESPONSIBILITIES:

Teaching and Learning

- Plan and deliver high-quality English lessons across Key Stages 3 and 5.
- Support a variety of other subjects across the school.
- Provide ambitious, engaging and appropriately differentiated teaching.
- Support students to develop confidence in reading, writing, communication and analysis.
- Use adaptive teaching approaches to meet the needs of students with SEMH and SEND.
- Build positive relationships that support engagement and progress.
- Maintain high expectations for learning, behaviour and achievement.
- Encourage independence, resilience and confidence as learners.

Key Stage 3 English

- Deliver a broad and engaging Key Stage 3 English curriculum.
- Develop students' reading fluency, comprehension and interpretation.
- Develop accuracy, structure and confidence in writing.
- Support development of spelling, punctuation, grammar and vocabulary.
- Promote speaking, listening and communication skills.
- Introduce students to a range of fiction, non-fiction, poetry and media texts.
- Identify and address gaps in prior learning.
- Prepare students effectively for progression into Key Stage 4.

Key Stage 5 GCSE Resit Provision

- Deliver targeted GCSE English resit teaching for post-16 students.
- Identify individual gaps in knowledge and examination performance.
- Use prior assessment and examination data to inform planning.
- Develop personalised programmes of support and intervention.
- Teach examination technique, timing and response structure.
- Support students to improve confidence following previous examination experiences.
- Provide regular opportunities for practice and assessment.
- Work closely with the Exams Officer regarding entries, examination arrangements and results.
- Support students to achieve the strongest possible GCSE outcome.

Curriculum Planning

- Plan and maintain appropriately sequenced curriculum plans.
- Ensure curriculum content reflects individual starting points and learning needs.
- Contribute to development and review of English curriculum provision.
- Ensure clear progression across Key Stage 3.
- Ensure Key Stage 5 resit provision is focused, diagnostic and responsive.
- Select appropriate texts and resources that engage students while maintaining academic challenge.

Assessment and Progress

- Assess students regularly and accurately.
- Use formative and summative assessment to identify strengths and gaps.
- Maintain accurate assessment information within Arbor.
- Monitor progress against individual starting points and targets.
- Contribute to Pupil Progress Meetings.
- Identify students requiring additional support, intervention or challenge.
- Use assessment outcomes to adapt future teaching.

Examination Preparation

- Prepare Key Stage 5 students effectively for GCSE English examinations.
- Support students with revision and examination technique.
- Contribute to mock examinations and internal assessment.
- Work with the SENCo and Exams Officer regarding access arrangements.
- Ensure students understand examination expectations and requirements.
- Analyse examination outcomes to inform future teaching.

Individualised Support

- Understand students' individual needs, EHCP outcomes and barriers to learning.
- Adapt teaching, resources and pace accordingly.
- Work collaboratively with the SENCo and pastoral team.
- Support students experiencing anxiety or low confidence in English.
- Develop appropriate intervention where literacy gaps are significant.
- Ensure reasonable adjustments are implemented where required.

Behaviour and Pastoral Support

- Follow the school's relational and restorative approach.
- Maintain clear and consistent expectations.
- Support students to return to learning following dysregulation or disengagement.
- Contribute to individual support plans where appropriate.
- Communicate pastoral or safeguarding concerns promptly.
- Promote respectful discussion and positive relationships.

Reports and Parent Communication

- Produce accurate and meaningful student reports.
- Contribute to parent consultation meetings.
- Communicate clearly regarding progress, strengths and next steps.
- Provide information regarding GCSE resit progress and preparation.
- Work collaboratively with families where this may support improved engagement or outcomes.

Safeguarding

- Maintain a strong commitment to safeguarding and student welfare.
- Remain alert to safeguarding concerns and report them immediately.
- Maintain appropriate professional boundaries.
- Understand the particular vulnerabilities of students with SEMH and SEND.
- Complete all required safeguarding training.

Professional Development

- Participate in relevant CPD.
- Maintain up-to-date subject and examination knowledge.
- Engage with quality assurance, coaching and feedback.
- Share effective practice with colleagues.
- Contribute to development of English provision across East Hall School.

East Hall School is totally committed to safeguarding the welfare of children and young people and expects the same from its employees. All new staff will be subject to enhanced pre-employment clearance, including identity checks, criminal background checks, qualifications checks, social media checks and employment checks to include an exploration of any gaps in employment.