



POSITION: Topic 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	Topic Teacher	DEPARTMENT	Key Stage 3
SUPERVISOR	Headteacher		

Overview of Role:

The Key Stage 3 Topic Teacher will deliver an engaging, ambitious and highly individualised curriculum across English, Maths and Science using a **themed and cross-curricular approach**.

The postholder will provide students with a consistent teaching relationship while helping them make meaningful connections between different areas of learning.

The role is particularly suited to East Hall School's relational approach, supporting students with SEMH, SEND, gaps in learning and disrupted educational experiences to rebuild confidence and develop the core knowledge and skills required for progression into Key Stage 4.

KEY RESPONSIBILITIES:

Teaching and Learning

- Plan and deliver high-quality lessons across English, Maths and Science at Key Stage 3.
- Support a range of other subjects
- Use a thematic approach to connect learning across subjects.
- Maintain clear subject-specific learning objectives and progression within each theme.
- Adapt teaching to meet individual learning, SEMH and SEND needs.
- Maintain high expectations for engagement, behaviour and achievement.
- Build strong, consistent relationships with students.
- Use practical, creative and experiential approaches to increase engagement.
- Support students to become increasingly confident and independent learners.

Thematic Curriculum

- Develop engaging themes that provide meaningful contexts for English, Maths and Science.
- Ensure themes are broad enough to support creativity while maintaining curriculum rigour.
- Make explicit links between subject areas without losing the integrity of individual subjects.
- Incorporate real-world learning and practical application wherever appropriate.
- Use the outdoor environment and wider East Hall provision to enrich learning.

- Plan opportunities for trips, projects and practical activities linked to curriculum themes.
- Work with colleagues to develop and review the Key Stage 3 thematic curriculum.

English

Within the themed curriculum, the postholder will:

- Develop reading fluency and comprehension.
- Support students to analyse and respond to a range of texts.
- Develop writing for different purposes and audiences.
- Teach spelling, punctuation, grammar and vocabulary.
- Develop speaking, listening and communication skills.
- Build confidence and enjoyment in reading and writing.
- Identify and address gaps in literacy.

Maths

Within the themed curriculum, the postholder will:

- Develop fluency in core mathematical skills.
- Teach number, calculation, fractions, decimals, percentages, algebra, geometry, measure and data at an appropriate level.
- Apply mathematical learning to practical and real-life contexts.
- Develop reasoning and problem-solving skills.
- Identify gaps in prior knowledge and provide targeted support.
- Build confidence and reduce anxiety around mathematics.

Science

Within the themed curriculum, the postholder will:

- Deliver an appropriate Key Stage 3 science curriculum across biology, chemistry and physics.
- Develop students' scientific knowledge and understanding.
- Provide regular opportunities for practical investigation.
- Develop skills in prediction, observation, measurement, recording and evaluation.
- Promote curiosity and questioning.
- Connect scientific learning to real-world issues and students' interests.
- Ensure practical activities are carried out safely.

Curriculum Planning

- Produce clear medium- and long-term curriculum plans.
- Ensure curriculum coverage and progression across English, Maths and Science.
- Identify core knowledge and skills within each thematic unit.
- Ensure learning builds progressively over time.
- Plan around individual starting points and identified gaps.
- Contribute to curriculum review and development.
- Ensure students are appropriately prepared for transition into Key Stage 4 subject teaching.

Assessment and Progress

- Assess students regularly across all three subject areas.
- Maintain clear subject-specific assessment information.
- Record assessment information accurately within Arbor.
- Use assessment to identify strengths, gaps and next steps.
- Adapt teaching in response to assessment.
- Contribute to Pupil Progress Meetings.
- Provide targeted intervention where students are not making expected progress.
- Ensure progress within each subject can be clearly evidenced despite the thematic approach.

Individualised Support

- Understand each student's EHCP, individual needs and barriers to learning.
- Adapt resources, teaching methods and expectations appropriately.
- Work closely with the SENCo and pastoral team.
- Support students who have experienced previous educational failure or disengagement.
- Implement reasonable adjustments and agreed support strategies.
- Provide appropriate challenge for more academically able students.

Behaviour and Pastoral Support

- Build positive, consistent and trusting relationships with students.
- Follow the school's relational and restorative approach.
- Maintain clear and consistent expectations.
- Support students to regulate and return to learning following difficulties.
- Work collaboratively with pastoral staff.
- Contribute to individual support and behaviour plans where appropriate.

Reports and Parent Communication

- Produce accurate and meaningful student reports.
- Contribute to parent consultation meetings.
- Communicate clearly about progress across English, Maths and Science.
- Identify strengths, gaps and next steps for individual students.
- Work collaboratively with families to support engagement and progress.

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 increased vulnerability of students with SEMH and SEND.
- Complete required safeguarding training.

Professional Development

- Participate in relevant CPD.
- Develop subject knowledge across English, Maths and Science.
- Engage with quality assurance, feedback and coaching.
- Share effective thematic and cross-curricular practice with colleagues.
- Contribute to continued development of the Key Stage 3 curriculum.

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.