

JOB DESCRIPTION BLENDED PROVISION TEACHER

PEOPLE MANAGER	HEAD OF SCHOOL
LOCATION	HYBRID VARIOUS LOCATIONS LONDON/ESSEX/KENT

- As the needs of the business can change rapidly this role will change accordingly, therefore this job description should be viewed as guidelines which are subject to change.
- It may be amended at any time following discussion between the People Manager and colleague and may be reviewed as part of the performance review process.
- The roleholder may be required to undertake other duties as reasonably required by their People Manager or any member of the OHS Leadership Team.
- All roles are subject to Enhanced DBS checks in addition to a range of other vetting checks as per the latest statutory safeguarding guidance.

OVERVIEW

- Deliver high-quality specialist teaching primarily through remote and online lessons within the OHS blended provision model, with planned on-site, community and outreach delivery where this best meets the pupils needs.
- Be based initially within an OHS London school and work flexibly across OHS sites, community settings and other agreed locations as the service develops, including across London, Essex and Kent.
- Provide personalised academic learning aligned to EHCP outcomes, individual learning plans and each pupils therapeutic and educational pathway.
- Work as part of a multi-agency support team alongside Children & Families Practitioners, family therapists /psychotherapists, clinical colleagues and school staff.
- Support engagement, attendance, regulation, progress and carefully planned transitions, including reintegration into school, community or other appropriate educational pathways.

KEY RESPONSIBILITIES

- Deliver live remote lessons and individual/small-group teaching using secure OHS-approved platforms, adapting pace, structure, interaction and presentation to pupils with complex SEND, SEMH, autism, ADHD, trauma-related needs and anxiety about school.
- Undertake planned face-to-face teaching in OHS schools, community settings and other agreed locations when this supports engagement, assessment, relationship-building or progression.
- Work flexibly across London and, as required by service need, travel to OHS sites and community locations in Essex and Kent.
- Design and deliver highly personalised teaching that links curriculum learning to EHCP outcomes, prior attainment, current barriers, strengths and longer-term destinations.
- Use strong remote-learning pedagogy: clear routines, visual structure, chunking, modelling, checks for understanding, explicit instructions, active participation and planned screen breaks.
- Make reasonable adjustments to support access, including sensory, communication, executive-functioning, literacy and assistive-technology needs.
- Assess learning frequently and accurately, identify gaps and misconceptions, and adapt teaching and intervention in response to evidence.
- Maintain high expectations while using trauma-informed, relational and neurodiversity-affirming approaches; understand that behaviour, avoidance or disengagement may communicate unmet need.
- Build secure and purposeful professional relationships with pupils and, where appropriate, parents/carers, while maintaining clear teacher boundaries.
- Work closely with Children & Families Practitioners and family therapists / psychotherapists so that academic, family-support and therapeutic approaches are joined up rather than operating as separate plans.
- Contribute to integrated pupil planning, reviews, case discussions and multi-agency meetings, providing concise evidence about curriculum access, progress, engagement and barriers.
- Support gradual exposure, transitions and reintegration plans, using teaching to help pupils build confidence, tolerance, independence and readiness for their next educational stage.
- Where pupils are temporarily learning away from school, ensure remote provision remains purposeful, appropriately reviewed and linked to an agreed plan for progression or return to in-person education.
- Maintain a strong connection to the base school, contributing to school routines, curriculum planning, moderation, meetings, training and professional culture even when much of teaching is delivered remotely.
- Support continuity of curriculum and assessment between remote, on-site and community delivery so that pupils do not experience fragmented provision.
- Use appropriate online safeguarding practice: secure platforms, approved accounts/devices, appropriate communication, privacy, supervision and prompt reporting of concerns.
- Record attendance, engagement, progress, interventions and significant events accurately and promptly; contribute to evidence for EHCP reviews and commissioners as required.
- Recognise and respond to safeguarding concerns whether they arise online, at school, in the community or through information shared by a pupil or family; escalate immediately through OHS procedures.
- Follow lone-working, travel and dynamic risk-assessment procedures when working away from school.
- Engage in clinical and educational supervision, professional development and reflective practice, including learning from multi-agency colleagues.



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- Know, support and realise the schools; policies and procedures, including safeguarding, online safety, data protection, attendance, health and safety and professional conduct.
- Comply with any reasonable request from leaders to undertake work of a similar level that is not specified in this job description.

OHS BEHAVIOURS

We expect all OHS colleagues to demonstrate the following behaviours at all times towards pupils, colleagues and families: accountable, adaptable, collaborative, communicative, creative, empathetic, proactive, resilient.

PERSON SPECIFICATION

SKILLS, TRAITS, KNOWLEDGE & UNDERSTANDING

- Excellent classroom and remote teaching practice, with evidence of securing engagement and progress for pupils with SEMH, autism, ADHD, anxiety, trauma-related needs or other complex SEND.
- Confident delivering live online teaching to pupils who may have fluctuating attendance, low confidence, school avoidance or difficulty sustaining attention.
- Strong relational skills and ability to establish trust, predictable routines and psychologically safe learning environments without lowering expectations.
- Highly adaptable teaching style and strong understanding of how to personalise curriculum, instruction, pace and assessment for individual need.
- Strong understanding of autism, ADHD, SEMH, sensory processing, executive-functioning differences and the impact of trauma on learning and behaviour.
- Ability to work effectively as part of a genuinely multi-disciplinary / multi-agency team, sharing information appropriately and learning from clinical and family-support colleagues.
- Excellent communication skills with pupils, parents/carers, colleagues, therapists, local authority professionals and other partners.
- Strong digital confidence and ability to use online learning platforms, video teaching, digital resources and assistive technology creatively and safely.
- Ability to move between remote teaching, face-to-face teaching, community work and school-based collaboration without losing consistency of expectations or records.
- Strong assessment, curriculum planning and written recording skills, including the ability to translate assessment evidence into clear next steps.
- Ability to support families and carers with the practical realities of accessing learning, while maintaining appropriate professional boundaries.
- Ability to recognise safeguarding concerns, including concerns arising during remote sessions, and respond promptly in line with policy.
- Strong organisational skills, including timetable management, reliable attendance, punctuality, travel planning and meeting deadlines across multiple locations.
- Ability to remain calm, reflective and effective in high-pressure and emotionally demanding situations.
- Creative and imaginative thinker who can design learning that is motivating, accessible and purposeful for pupils who may have previously disengaged from education.
- Reflective practitioner who is open to supervision, feedback, clinical consultation and ongoing professional development.
- Clear understanding of the Teachers' Standards, assessment and curriculum expectations and how these need to be adapted for specialist and blended provision.



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- Commitment to safeguarding, inclusion, anti-discriminatory practice and high expectations for every pupil.

QUALIFICATIONS, TRAINING & EXPERIENCE

Education

- QTS and ECT Induction completion OR ECT / teacher training leading to QTS OR relevant experience and core qualifications in readiness to work towards teacher training with OHS (essential, subject to OHS route).
- At least a good first degree in a core subject (essential).

Experience

- Experience delivering the primary curriculum or a secondary subject area to pupils with SEMH, SEND or other barriers to mainstream attendance (essential).
- Experience of delivering effective remote / online teaching (essential for this role).
- Experience working with pupils with autism, ADHD, EBSA / school avoidance, anxiety or trauma-related needs (desirable but strongly valued).
- Experience contributing to multi-agency meetings, EHCP reviews, reintegration planning or other coordinated support processes (desirable).
- Further training or qualifications related to SEMH, SEND, autism, trauma-informed practice, online learning or therapeutic approaches (desirable).
- Experience of working in an independent special school, AP, hospital education, EOTAS or other highly personalised provision (desirable).
- Willingness and ability to travel between OHS schools, community settings and other agreed locations across London, Essex and Kent as the service develops.
- Enhanced DBS clearance and satisfactory completion of all required safer recruitment and vetting checks.