

Job Description			
Job Title:	EBSA Teacher	Job Category:	Teaching
Grade:	MPS/UPS & SEN 1 Allowance		
Responsible To:	SLT		
Purpose of the Role:			
To provide high-quality, personalised teaching and emotional support to students experiencing Emotional-Based School Avoidance (EBSA), through a hybrid role consisting of home-based 1:1 tuition and onsite provision via The Haven. The postholder will play a key role in supporting reintegration, academic progress, and emotional development of EBSA students.			
Major Duties & Responsibilities:			
The teachers’ job description applies to all teachers regardless of the stage of their career. As a teacher’s career progresses, they are expected to extend the depth and breadth of knowledge, skill and understanding as is judged to be appropriate to the role they are fulfilling and in accordance with the teachers’ standards.			
Trinitas Advanced Teachers (upper pay scales) will be expected to show that they are highly competent in all elements of the Teachers’ standards and that their achievements and contribution to the school and Trust are substantial and sustained.			
https://www.gov.uk/government/publications/teachers-standards			
<u>Trinitas Vision & Values</u>			
Our Vision & Values shape the way we behave and all staff are expected to work within these.			
Vision			
We believe that <i>all children</i> deserve the <i>best education</i> and <i>all staff</i> deserve to be <i>valued</i> and <i>developed</i> . Our <i>Trinitas</i> family, <i>Christian Faith</i> , and an unrelenting desire to <i>improve</i> society underpin everything that we do. <i>Creativity, compassion</i> and <i>high expectations</i> drive the Trust to ensure that every person within its community <i>flourishes</i> .			
Values			
<i>Faith</i> – in ourselves, in each other, in our Christian ethos			
<i>Family</i> – supporting with compassion, fostering interdependence			
<i>Flourish</i> – keeping people at the centre of what we do, enabling children and adults to thrive			

Strategic direction and development of Curriculum provision in the school – with the support of, and under the direction of the Principal and Vice Principal or line manager – to:

- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum
- Analyse and interpret relevant school, local and national data relating to pupil performance
- Liaise with staff, parents/carers, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision for learners

Teaching and learning (Home Tuition):

- Deliver tailored, high-quality teaching in students' homes that meets individual needs, abilities, and educational targets.
- Develop individual learning plans in collaboration with SENDCo and subject teachers.
- Evaluate the effectiveness of their teaching and learning by work analysis and use these analyses to guide future improvements.
- Build positive, trusting relationships with students and families to support re-engagement with learning.
- Monitor and assess progress, providing regular updates and feedback to key staff.
- Safeguard student welfare and ensure a safe, professional working environment at all times.
- Contribute to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole

Teaching & Learning (On-site provision via The Haven):

- Plan and deliver small group and individual learning sessions for EBSA students attending *The Haven* on site.
- Create a calm, safe, and nurturing environment that encourages gradual reintegration into mainstream education.
- Develop and maintain appropriate resources to support a variety of learning and emotional needs.
- Collaborate with the pastoral team, SEND staff, and parents to ensure continuity of care and education.
- Promote emotional regulation, resilience, and self-esteem through therapeutic and creative teaching approaches.

Planning & Collaboration:

- Maintain clear records of student engagement, progress, and emotional wellbeing.
- Attend and contribute to multi-agency and team meetings where appropriate.
- Participate in regular supervision, training, and professional development relevant to EBSA and SEND.
- Communicate effectively with colleagues, parents/carers, and external professionals.

Relationships with staff – to:

- Achieve constructive working relationships with all staff
- Direct, organise and manage the work of support staff as required

General – to:

- Promote equal opportunities within the school and to seek to ensure the implementation of the school's equal opportunities policy.
- Take on any additional responsibilities which might, from time to time, be determined by the Principal or your line manager.
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Last Updated By:

HR

Date/Time:

13/06/2022

Person Specification	Essential / Desirable
Qualifications	
Teaching Qualification- i.e. PGCE, Diploma in Education and Training, or Equivalent	E
Qualified Teacher Status	E
Relevant qualification and/or training related to ASD/SEMH	D
Experience	
Proven ability as an excellent classroom teacher	E
Experience of raising and/or maintaining good standards of student attainment and Progress	E
Experience of working with pupils with Autism/SEMH	D
Professional knowledge of what constitutes high quality and standards in teaching and learning	E
Experience of assessing student progress and providing effective feedback	E
Experience working with students experiencing Emotional-Based School Avoidance (EBSA)	D
Experience supporting students with SEMH or within alternative provision settings	D
Experience developing flexible, therapeutic, or creative curriculum pathways	D
Skills & Abilities	
Ability to use a range of teaching strategies to engage students and support learning	E
Ability to foster and promote good working relationships within the school and across the trust.	E
High levels of empathy, patience, and emotional resilience	E
Ability to foster and promote positive relationships with parents and carers	E
A commitment to raising achievement	E
Strong communication and interpersonal skills	E
Good ICT skills and the ability to use modern technology effectively within the classroom	E
Ability to work independently and manage time effectively across varied settings	E
Confident in maintaining professional boundaries and safeguarding responsibilities	E
Ability to support emotional regulation through trauma-informed or restorative approaches	D
Confidence in managing emotionally dysregulated behaviour - calmly and supportively	D
Knowledge & Understanding	
An understanding of the needs and motivations of children and young people	E
Professional understanding of safeguarding within a school setting	E
A commitment to safeguarding and promoting the welfare of children and young people	E
Understanding of emotional and behavioural barriers to learning	E
Awareness of safeguarding principles and child protection responsibilities	E
Knowledge of strategies for supporting individual learning and reintegration	E
Understanding of the SEND Code of Practice	D

Awareness of multi-agency working and its role in supporting vulnerable pupils		D
Knowledge of trauma-informed educational practices and mental health needs in children		D
Personal Attributes		
Commitment to professional development and learning		E
Emotionally intelligent and able to build trust with others		E
Resilience, the ability to work under pressure and be able to meet deadlines		E
A commitment to further your own professional development and to the principle of continuous improvement		E
Passion and enthusiasm for learning and the ability to convey this to students		E
Full UK driving licence and access to a vehicle (for home visits)		E
Last Updated By:	HR	Date/Time: 13/06/2022