



Specialist Teacher Job Description – Oasis Dowr Specialist Provision within our mainstream school

Location: St Day and Carharrack Primary School

Responsible to: Headteacher / SENDCo

Salary: Teachers' Pay Scale MPS/UPS + SEN Allowance (dependent on experience, role and responsibilities)

Purpose of the Role

We are seeking an **inspirational, dynamic teacher** to help shape **Oasis Dowr**, our specialist provision supporting pupils with **Social, Emotional and Mental Health (SEMH)** needs and **Communication and Interaction** needs.

Oasis Dowr builds on our successful nurture provision and our **Challenge Partners** reputation with as a **SEND area of excellence**. Our aim is to create a **fully inclusive environment** where every child feels safe, valued and able to thrive.

At our school we believe that all children should be able to **Enjoy learning, Engage fully and Excel in their own way**. We are committed to ensuring **equity and equality of opportunity** so that every pupil receives support **tailored to meet their individual needs**.

The Specialist Teacher will work **collaboratively** with the SENDCo, support staff and external professionals to provide high-quality teaching, nurture positive relationships and create meaningful learning experiences that enable every child to flourish.

This is an exciting opportunity to join a team of **skilled practitioners** who care about inclusion, are fully supported to enjoy their role and are dedicated to making a lasting difference for all children.

We are the CHANGE-MAKERS of OUR WORLD!

OUR VISION

ENJOYING, ENGAGING, EXCELLING

Happy, healthy children, **enjoying** learning for life - surrounded by kind, respectful relationships and **engaging** in rich learning experiences. **Together** we will enable and encourage **ALL** our children to discover their unique gifts of character, talents and abilities. Our children will enthusiastically contribute to society, **excelling** in all they choose to do. They will communicate confidently, listen openly, think critically and question respectfully – our children will be the responsible **Change-Makers of Our World**.

OUR SCHOOL AIMS

to live our vision and values through our behaviours - it starts with every one of us!

People – placing kindness at the centre of our community to grow healthy, trusting, listening relationships to enable everyone to be responsible, respectful, self-sufficient, valuable members of our local, national and global communities

Place - creating a safe learning environment both in and out of the classroom where children's voices are heard, the bravery, risk-taking and uniqueness of everyone is encouraged and celebrated - to grow our 'CHANGE –MAKERS'

Purpose - living our values of **ENJOYMENT, ENGAGEMENT** and **EXCELLENCE** to deliver high quality, inclusive education in order that all learners achieve and exceed their personal best – to *be brilliant*.

We support every child to achieve their best academically, socially and emotionally.

We are proud to be a **Gold Rights Respecting School**, embedding the principles of respect, dignity, equity and participation across all aspects of school life.

Key Responsibilities

Teaching and Learning

- Plan and deliver **high-quality, inclusive teaching** that supports pupils with SEMH and communication needs.
- Design engaging learning experiences that are **adaptable and tailored to meet individual needs and interests**.
- Provide an aspirational, broad and balanced curriculum that promotes engagement, independence and progress.
- Use a range of strategies to support **speech, language and communication development**.
- Implement **trauma-informed approaches** and relational practice to support pupil engagement and wellbeing.
- Provide opportunities for **active and outdoor learning** to enhance engagement and development.
- Monitor and assess pupil progress, using data to inform planning and ensure effective support.

Pastoral Care and Wellbeing

- Take a lead role in providing strong pastoral support for pupils within Oasis Dowr, ensuring every child feels safe, valued and respected.
- Build trusting, nurturing relationships with pupils to create a **fully inclusive environment** where children develop a strong sense of belonging.
- Use **trauma-informed and restorative approaches** to support pupils' emotional wellbeing, behaviour and relationships.
- Work **collaboratively** with the SENDCo, pastoral staff, families and external professionals to support pupils' social, emotional and mental health needs.

- Develop strategies and routines that are **adaptable and tailored to meet individual needs**, supporting pupils to regulate emotions and engage positively in learning.
- Promote **equity and equality** by ensuring that all pupils have access to the support and opportunities they need to succeed.
- Encourage pupils to develop confidence, independence and resilience, supporting them to see themselves as capable learners.
- Act as a positive and **inspirational role model**, promoting kindness, respect and responsibility in line with our **Gold Rights Respecting School ethos**.
- Support pupils to build positive relationships with peers and adults through relational and restorative practices.
- Contribute to the development of a nurturing and structured environment that enables pupils to **Enjoy, Engage and Excel** in school life.

Creating an Inclusive and Supportive Environment

- Create a **fully inclusive classroom environment** where pupils feel safe valued and respected.
- Promote **equity and equality of opportunity** for all learners.
- Support pupils to develop confidence, emotional regulation and resilience.
- Embed **restorative and reflective approaches** and build strong relationships.
- Promote pupil voice in line with our **Gold Rights Respecting School ethos**.

Working Collaboratively

- Build positive partnerships with parents and carers.
- Work **collaboratively** with the **SENDCo**, support staff and leadership team to ensure dynamic SEND provision that meets the needs of all children.
- Lead, inspire and guide support staff within the provision.
- Work with external professionals including **Speech and Language Therapists** and other specialists.
- Contribute to a supportive, reflective and professional team culture.

Safeguarding

- Uphold Rights Respecting Schools and the visions and values of the school and encourage our children to be a voice.
- Promote and safeguard the welfare of children and young people in accordance with school policies and statutory guidance.
- Identify and report safeguarding concerns in line with school procedures.
- Maintain high standards of behaviour, professionalism and duty of care.

Strategic Development

- Lead the development of **Oasis Dowl** as a high-quality specialist provision.
- Support the school's wider commitment to **inclusive practice and SEND development**.
- Use assessment and reflection to evaluate the impact of provision and interventions.
- Contribute to policy development and school improvement planning where appropriate.

Person Specification

Essential

- Commitment to inclusive education and raising outcomes for all learners, enabling them to **enjoy, engage** and **excel** in all areas of their school life.
- Qualified Teacher Status (QTS) or experience of specialised provision with a desire to gain teacher status.
- Evidence of excellent outcomes when working with pupils with **SEND**, particularly SEMH or communication and interaction needs.
- Strong understanding of **trauma-informed practice** and relational approaches.
- Experience working alongside or in partnership with a **SENDCo**.
- Knowledge of strategies to support **speech, language and communication needs**.
- Ability to plan learning that is **engaging, adaptable and tailored to meet individual needs**.
- Strong commitment to **equity, equality and inclusion** for all.
- Ability to work **collaboratively** within a team of professionals.
- Excellent communication and interpersonal skills.

Desirable

- Experience working in a **specialist provision, nurture or ARB setting**.
- Training in **restorative practice**.
- Experience supporting **speech and language interventions**.
- Experience delivering **outdoor or experiential learning**.
- Knowledge of **EHCP processes and provision planning**.

Personal and Professional Responsibilities

The post holder will:

- Fulfil the professional duties outlined in the **School Teachers' Pay and Conditions Document** and **Teachers' Standards**.
- Maintain high standards of professionalism, conduct and attendance.
- Work **collaboratively with colleagues as part of a team of excellent practitioners**.
- Promote the school's values of **Enjoy, Engage and Excel** in all aspects of practice.
- Demonstrate a commitment to **equity, equality and fully inclusive education**.
- Engage actively in professional development and reflective practice.
- Promote safeguarding and the welfare of children at all times.

The duties and responsibilities outlined in this job description may be varied by the Headteacher to meet the changing needs of the school. The post holder may also be required to undertake other duties appropriate to the grade and level of responsibility of the post.