



**Job Description and Person Specification**  
PSHE (including RSE & Careers) Teacher

<b>Title:</b>	<b>PSHE (including RSE &amp; Careers) Teacher</b>
<b>Working with:</b>	Year 10 & 11 (KS4)
<b>Employed by:</b>	Open Box Education Centre
<b>Responsible to:</b>	The Principal
<b>Salary:</b>	Actual £19,665 - £20,666 (FTE £32,776 - £34,450)
<b>Hours:</b>	Part Time 3 days per week – directed time 9am – 3pm
<b>Work Base:</b>	Open Box Education Centre
<b>Start Date:</b>	September 2026 (June 2026 start date may be considered)
<b>Terms of employment:</b>	Permanent contract

**AIMS:**

- To sequence, manage and deliver the school's Key Stage 4 PSE, RSE and Careers curriculum for all students, in line with statutory requirements, as the only PSE teacher in a small specialist alternative education setting, with responsibility for:
  - The management, resourcing and implementation of a well-sequenced programme of high quality and effective PSHE (including RSE and Careers) education for all students in the school.
  - The delivery of a full PSHE (including RSE and Careers) curriculum of learning to individuals, pairs or small groups of students, through clearly-sequenced, well-resourced and engaging high-quality teaching.
  - The delivery of appropriate learning to individuals, pairs or small groups of students in at least one other accredited, vocational or enrichment subject.
- To build positive, respectful relationships with students; encourage high self-esteem and a sense of self-worth and provide a strong adult role model for the students.
- To support and enable students who are neurodiverse or have experienced trauma, loss, rejection and other educational barriers to engage, learn, grow, heal, succeed and move into adulthood.

**MAIN DUTIES AND RESPONSIBILITIES:**

- Plan, design and implement an effective well-sequenced programme of learning to support progress within PSHE (including RSE and Careers Learning), and at least one additional subject.
- Review and evaluate the curriculum regularly, in line with government statutory requirements for PSHE provision, to ensure the curriculum is relevant and effective.
- Be prepared to present and explain the intent, implementation and impact of the school's PSHE (including RSE and Careers) curriculum to inspection bodies.
- Produce appropriate and engaging teaching materials and resources based on individual need and ability to support progress within PSHE (including RSE and Careers Learning) and at least one additional subject.
- Deliver structured, engaging, high-quality teaching in PSHE (including RSE and Careers Learning) to all students in the school, in small groups or for individuals, at the appropriate level for each student.
- Deliver structured, engaging teaching in an additional accredited, vocational or enrichment subject to small groups of students or individuals at the appropriate level for each student.
- Deliver a programme of lessons that support students with the application process for further education, training or employment, and provide basic guidance for successful Post-16 choices

8. Work and plan in partnership with Learning Mentors to deliver effective learning activities and practical aspects within the PSHE curriculum that meet the needs of all students.
9. Coordinate visits from visitors and organisations to support the PSHE, RSE and Careers curriculum.
10. Ensure students have an accurate baseline assessment on entry and that they make good progress in relation to this assessment.
11. Set appropriate termly targets for each student, and regularly assess and report on students' progress and attainment, with reference to EHCPs and Student Profiles.
12. Prepare written reports and participate in reviews, where necessary.
13. Prioritise the establishing of respectful, safe and engaging relationships with students that encourage students to participate confidently in challenging and sensitive material
14. Manage the teaching space, resources and displays to create a positive, safe and effective learning environment for all students, with respect to both educational experience and health and safety requirements.

**GENERAL DUTIES:**

1. Attend any relevant planning meetings with the Principal and colleagues.
2. Participate in appropriate meetings with parents as required.
3. Participate in Performance Management and undertake appropriate training.
4. Attend staff training meetings and training days, as published in the term dates for each academic year.
5. Contribute to the supervision of 'learning through play' using board and card games, on a rota basis.
6. Carry out a share of lunchtime supervisory duties in accordance with rotas.
7. Work effectively in accordance with the organisation's approach, ethos and Relationships Policy to create a safe and encouraging learning experience for all students.
8. Understand, respect and work within the foundational Christian ethos of the school.
9. Ensure all work is in accordance with the policies and procedures of Open Box Education Centre, including the safeguarding policy and guidance.
10. Any other reasonable duties commensurate to the level of the post as directed by the Principal.

<b>Person Specification: PSHE (including RSE &amp; Careers) Teacher</b>		
<b>SKILLS, KNOWLEDGE &amp; EXPERIENCE</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Relevant qualifications to support the teaching of PSHE, RSE and Careers at KS4, up to Level 2 standard</li> </ul>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• A relevant PSHE or Careers specific qualification to support teaching to Level 2</li> <li>• Further relevant training or a qualification to support teaching students with SEND</li> </ul>
<b>Teaching and Learning skills</b>	<ul style="list-style-type: none"> <li>• Proven and evidenced high quality teaching skills</li> <li>• Ability to employ a range of skills and strategies to create an effective and engaging learning environment to motivate reluctant and/or disengaged students</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of the impact of trauma and attachment on the developing brain and how this informs and shapes practice</li> <li>• An understanding of the impact of</li> </ul>

	<ul style="list-style-type: none"> <li>• Ability to use teaching skills flexibly to deliver learning in a range of subject areas</li> <li>• Ability to implement effective strategies to support young people with SEND or who have experienced trauma</li> </ul>	neurodiversity on learning and interaction.
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Excellent knowledge of the KS4 PSHE curriculum and a secure understanding of statutory requirements relating to PSHE, RSE and Careers.</li> <li>• Excellent knowledge of the range of Post 16 routes available to young people (including those with SEND)</li> <li>• Up to date knowledge of child protection procedures</li> <li>• Knowledge of motivational teaching techniques that engage challenging and/or vulnerable learners</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of teaching the PSHE, RSE and Careers curriculum at KS4 in mainstream schools or alternative education</li> <li>• Experience of teaching vulnerable young people with social, emotional and mental health difficulties, neurodiversity or complex special educational needs in an educational setting</li> <li>• Experience of working successfully with students with challenging behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Successful experience of teaching in Alternative Provision or specialist provisions</li> <li>• Experience of external inspection scrutiny</li> <li>• Significant experience of working with young people with social, emotional and mental health difficulties, neurodiversity or complex special educational needs and those with high levels of challenging behaviour in an educational setting</li> <li>• Experience of trauma-informed practices and a working knowledge of the impact of attachment on young people</li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• Ability to relate appropriately, positively and respectfully to young people who present with a range of challenging needs and behaviour</li> <li>• Ability to engage and interest students in a range of topics, including sensitive and challenging topics</li> <li>• Ability to remain calm, respectful and patient in the face of potentially angry, uncooperative or verbally abusive young people</li> <li>• Excellent communication skills and the ability to communicate effectively orally and in writing to a range of audiences</li> <li>• Ability to present topics to the school community with competence and confidence</li> </ul>	
<b>Effective Relationships</b>	<ul style="list-style-type: none"> <li>• Ability to implement effective strategies to build relationships with students and provide</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of implementing effective</li> </ul>

	<p>consistent responses, boundaries and expectations for safe and effective learning</p> <ul style="list-style-type: none"> <li>• An understanding that all behaviour is communication</li> <li>• Ability to maintain a secure, supportive and positive learning environment</li> <li>• An awareness that adult lifestyle, language, attitudes and behaviour have an impact on how young people see staff as role models</li> </ul>	<p>strategies in line with the theories of trauma, attachment and the neuroscience of learning and relationship</p> <ul style="list-style-type: none"> <li>• Experience of the restorative process in changing behaviour and repairing relationships</li> </ul>
<b>Working as part of a team</b>	<ul style="list-style-type: none"> <li>• Ability to work with other staff effectively and positively</li> <li>• Ability to adapt and work flexibly in response to student needs</li> <li>• A commitment to the vision, values and aims of our school and an understanding of, and willingness to work within, its foundational Christian ethos</li> </ul>	
<b>Effective working</b>	<ul style="list-style-type: none"> <li>• Ability to manage, develop, sequence and review a curriculum independently to meet changing needs or in line with statutory guidelines</li> <li>• Excellent personal organisation and time management skills</li> <li>• Ability to use a range of ICT software competently</li> <li>• Experience of using a range of concrete and visual resources to support high quality, flexible teaching and engage learners at all levels</li> <li>• Ability to reflect on practice and implement change where necessary</li> <li>• Ability to analyse data, set targets and monitor and evaluate progress</li> <li>• Ability to research topics, resources and exam board documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of developing and managing a curriculum</li> <li>• Experience of developing a curriculum in line with statutory guidance</li> <li>• Knowledge of what constitutes high quality in education provision and strategies for raising achievement for all students</li> <li>• An understanding of assessment strategies and the use of assessment to inform the learning</li> </ul>
<b>Safe Working</b>	<ul style="list-style-type: none"> <li>• Ability to manage equipment and safe practices in the teaching area in an organised way</li> <li>• Ability to work within the organisation's policies and procedures</li> <li>• An understanding of and commitment to promoting and safeguarding the welfare of students</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• The confidence and sensitivity to teach difficult subjects within PSHE and RSE with clarity and openness</li> <li>• The confidence to justify curriculum decisions to external inspection bodies eg. Ofsted, LAs</li> <li>• Empathy, care and a real desire to see our students succeed</li> <li>• A passion for learning, change and enablement</li> <li>• Infinite patience, flexibility and understanding</li> <li>• Resilience, confidence and personal strength</li> </ul>	<ul style="list-style-type: none"> <li>• A commitment to a church and a personal Christian faith</li> </ul>
<p>Please show in your letter of application how you meet each of these requirements.</p>		

## **SAFEGUARDING**

Open Box Education Centre is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all employees and volunteers to share this commitment.

Open Box Education Centre is committed to ensuring all recruitment is undertaken fairly, effectively, safely and in accordance with legislation. The information below provides pre-employment screening guidance for candidates applying for this job at Open Box Education Centre. Pre-Employment Checks appropriate to this Job Profile:

- **Identity**
- **Medical Screening**
- **References**
- **Qualifications**
- **Prohibition from Teaching**
- **Self-disclosure**
- **Enhanced DBS Check**
- **DBS Barred List Check**
- **Right to Work in the UK**
- **Childcare Disqualification Check**