



## JOB DESCRIPTION

### Senior Learning Facilitator, English Lead

**Location:** Oaks Rise CIC, Hove

**Reports to:** Education Team Director

**Days:** 3-5 days: The role can be structured from three days per week to full time, depending on the successful candidate's preference. The post requires on-site availability from Monday to Thursday, 1:30pm–4:30pm, with additional PPA hours, which may include some home working.

**Salary:** £38,000–£48,000 FTE, dependent on experience

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### About Oaks Rise CIC

Oaks Rise CIC is an Alternative Provision for autistic learners aged 9–16 who have self-excluded from mainstream education due to high levels of anxiety and sensory, social, or emotional needs. Learners at Oaks Rise can access an age-related curriculum and achieve GCSEs and other secondary accreditations but have gaps in their learning across KS2 - KS4 due to disrupted education.

Our provision supports learners to re-engage with education while rebuilding wellbeing and self-esteem. Our approach is neuro-affirming, structured and adult-guided whilst being low-demand and consent-based. Authentic relationships and trust are central to everything we do.

We strive to create a positive neuroinclusive environment for staff and we welcome applications from neurodivergent people. We encourage interested candidates to visit Oaks Rise, so please contact the school office to arrange an informal visit/conversation.

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### About the Role

We are seeking an experienced, QTS-qualified English teacher to join our talented and committed team. The role will deliver high-quality English teaching alongside excellent pastoral support, helping learners re-engage with education, develop emotional wellbeing, and make academic progress.

Key responsibilities include:

- Delivering high-quality English teaching across KS3–KS4, including GCSE English Language teaching.
- Acting as Key Adult and Community Group Facilitator for up to nine learners, providing consistent pastoral support.



- Liaising with commissioners (principally local authorities and schools) and supporting EHCP processes.

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## Duties and Responsibilities

### Teaching Responsibilities

- Plan and deliver engaging, differentiated English lessons tailored to neurodivergent learners.
- Adapt teaching to meet diverse learning needs through inclusive and accessible approaches.
- Assess, monitor and report on learner progress in line with Oaks Rise policy.
- Build strong, trusting relationships.

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### Community Group Facilitator

- Act as Key Adult for up to nine learners, providing consistent pastoral support.
- Foster a safe, predictable and trusting group environment that supports positive peer relationships.
- Plan and facilitate daily 30 minute Community Group sessions, focusing on wellbeing (based on the Oaks Rise bespoke PSHE curriculum).
- Provide one-to-one emotional support during designated times.
- Support learners within the group to work on any individual interests and projects
- Oversee Individual Learning Plans (ILPs), with input from others, ensuring learner needs and progress are clearly documented and understood across the team.
- Lead and coordinate termly report writing for Community Group learners.
- Ensure learners can access appropriate support tools, including adaptive or assistive technology where needed.
- Maintain proactive and responsive communication with parents/carers regarding wellbeing, engagement and progress.
- Support admissions and transitions for new learners, including relationship-building meetings with learners and families.

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### EHCP and Commissioner Engagement

Note: initial training and ongoing support for this aspect of the role will be provided if required.

- Act as the primary contact for commissioners - principally local authorities and schools.
- Lead EHCP paperwork and meetings for Community Group learners, including annual reviews and needs assessments.
- Monitor and evidence progress against EHCP outcomes.
- Prepare exit reports where required.
- Contribute to multi-agency meetings and liaise with professionals including SEN caseworkers, therapists and schools.



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### **Learning Assistant Management**

- Line manage one Learning Assistant, including regular supervision meetings.

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### **Cross-Cutting Responsibilities**

- Build and maintain trusting relationships through co-regulation, low-demand and neuro-affirming practice. Note that Oaks Rise is unable to admit learners who express their anxieties physically.
- Respect and promote learner autonomy, choice and agency.
- Develop a deep understanding of individual learner wellbeing needs.
- Uphold safeguarding policies and procedures at all times.
- Contribute positively to the wider ethos and community life of Oaks Rise.

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### **Person Specification**

We are seeking a reflective, relational and values-driven practitioner committed to neuro-affirming, consent-based education and to creating meaningful alternatives for young people who have experienced school trauma.

#### **Essential**

#### **Qualifications and Knowledge**

- Qualified Teacher Status (QTS/QTLS) or equivalent relevant teaching experience.
- Strong understanding of & commitment to neuro-affirming, low-demand and consent-based practice.
- Good understanding of safeguarding responsibilities.

#### **Experience**

- Experience teaching English in secondary settings.
- Experience working with autistic children and young people.

#### **Skills and Approach**

- Strong written and verbal communication skills, including report writing.
- Well organised and able to manage pastoral, curriculum and statutory responsibilities effectively.

#### **Personal Qualities**



- Calm, patient, friendly and approachable.
  - Deep respect for young people's autonomy, agency and voice.
  - Strong understanding that autism is a difference, not a deficit.
  - Flexible, creative and responsive to learner interests and needs.
  - Collaborative and positive team member.
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### **Desirable**

- Experience supporting young people disengaged from education.
  - Experience in Alternative Provision or specialist settings.
  - Secure understanding of SEND statutory responsibilities, including EHCP processes.
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### **Who This Role Would Suit**

This role would suit a thoughtful and relational practitioner who believes that behaviour is communication, and that safety, trust and autonomy must come before academic progress.

You are likely to thrive in this role if you:

- Value connection over control.
  - Are comfortable slowing down to build trust.
  - Can maintain boundaries without punitive or compliance-based approaches.
  - Enjoy creative, discussion-based learning.
  - Balance warmth and empathy with professionalism
  - Value collaboration and reflective practice within a small team.
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### **Benefits**

- Term-time working with 52 paid weeks per year, inclusive of holiday entitlement.
  - Generous PPA allocation and additional termly INSET days.
  - Pension and occupational sick pay scheme.
  - Flexible home working arrangements for PPA time.
  - Free parking.
  - One-hour lunch break with no learners on site.
  - Strong commitment to staff wellbeing and neuro-inclusion.
  - Comprehensive induction and high-quality training.
  - Opportunity to work within a highly experienced and committed team.
  - Chance to help shape a genuinely effective and nurturing provision for neurodivergent young people.
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*Oaks Rise CIC is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment. Appointments are subject to extensive*



*safeguarding checks, in line with and exceeding statutory guidance. A probationary period will also apply during which suitability to work with children will be assessed.*