

JOB DESCRIPTION

Job Title:	Hub Provision Teacher	Job Ref:	FCH001
Service:	Foundry College	Section:	KS1 - KS4
Reports To:	Headteacher	Location:	Foundry College Hub
Grade:	MPS/UPS	Salary:	£32,916 - £51,048
College Vision: Foundry College is committed to:- • Excellence that inspires learning, achievement and enjoyment for all. • Supporting all learners to thrive in a challenging and safe environment. • Promoting respect, nurturing the positive and developing skills for life.			
Job Purpose The post holder will contribute effectively to improving the quality of teaching and learning, raising achievement, and delivering robust emotional support for pupils across the curriculum within the specialized EBSA Hubs. Working within a trauma-informed cultural framework, the Hub Teacher will deliver personalised educational interventions to reduce anxiety, rebuild self-worth, and actively facilitate a supported, phased reintegration back into mainstream school settings after a period of targeted intervention.			

Health and Safety Responsibilities

In accordance with the provision of the Health & Safety at Work Act 1974 etc. take reasonable care for the health and safety of yourself and of other persons who may be affected by your acts or omissions at work; and co-operate with the Council to enable the Council to perform or comply with its duties under statutory health and safety provisions.

Summary of Main Contacts

- Headteacher
- Parents / Carers
- Teachers
- Other school / college staff
- Management Committee
- Other professionals
- Pupils
- Other WBC staff and services

Main Tasks and Accountabilities

1. Direct Teaching & Learning Support

- Set high expectations which inspire, motivate, and challenge vulnerable pupils.
- Establish a safe, low-stress, and stimulating learning environment rooted in mutual respect and psychological safety.
- Plan and teach well-structured lessons tailored to build on pupils' specific capabilities and prior knowledge, adapting to narrow any learning gaps.
- Deliver learning within a structured, low-stakes format (such as 45-minute focused sessions) to effectively prevent cognitive and emotional burnout.

2. Emotional Support & Vulnerable Pupil Adaptations

- Demonstrate a secure understanding of how emotional distress, severe anxiety, and social-emotional factors inhibit a pupil's ability to learn, using creative methods to overcome these barriers.
- Adapt and differentiate teaching approaches dynamically to respond to the unique needs of medical, SEND, and highly vulnerable pupils.
- Integrate Social, Emotional, and Mental Health (SEMH) strategies directly into the school day, helping students build emotional resilience and self-regulation skills.
- Guide pupils to safely reflect on the progress they have made and communicate their emerging emotional and academic needs.

3. Reintegration & Multi-Agency Collaboration

- Support pupils from the initial connection phase, including making and recording supportive home visits to establish baseline stability when required.
- Work in close operational alignment with Mental Health Professionals (MHP), therapeutic mentors, and families to maintain an integrated care and education approach.
- Actively plan, guide, and execute the phased re-integration of pupils back into mainstream school settings, ensuring a smooth transition after the intervention period concludes.

4. Behaviour & Classroom Environment Management

- Manage classroom dynamics and behaviour effectively to ensure a predictable, safe, and nurturing environment.
- Maintain consistent, compassionate behavioural boundaries using established restorative practices and positive reinforcement rather than punitive measures.
- Maintain a highly organized, calm, and visually welcoming hub environment that minimises sensory overload for anxious learners.

5. Assessment & Wider Professional Duties

- Make accurate and productive use of formative assessment to secure pupil progress without triggering test-induced anxiety.
- Formulate and maintain detailed Individual Learning Plans (ILPs) containing clear academic and emotional/behavioural targets.
- Communicate regularly and effectively with parents, mainstream school staff, and multi-agency networks regarding pupil wellbeing and reintegration readiness.

All college staff are expected to

- Work towards and support the college vision and current college objectives as outlined in the College Improvement Plan
- Support and contribute to the college's responsibility for safeguarding pupils
- Work within the college's Health & Safety policy to ensure a safe working environment for staff, pupils and visitors
- Work within the Equal Opportunities Policy to promote equality of opportunity for all pupils and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with pupils, parents and colleagues
- Engage actively in the performance review process
- Undertake other reasonable duties related to the job purpose required from time to time

This job description should be seen as enabling rather than restrictive and will be subject to regular review. It is not necessarily a comprehensive definition of the post. It may be subject to amendments from time to time, including on appointment, after consultation with the postholder and without changing the level of responsibility of the post.

Additional Information

- Foundry College is committed to safeguarding children and promoting the welfare of children and young people / vulnerable adults and expects all employees, workers and volunteers to share this commitment. We will ensure all our recruitment and selection practices reflect this commitment.
- This post is subject to an Enhanced DBS check. As with all posts, the successful applicant will be required to provide proof of their right to work in the UK and, if they have lived abroad, overseas police clearance/s will need to be sought.
- CVs will not be accepted.

Transport

- You must be able to meet the travel requirements of the post.
- Hold a full UK driving licence

*As part of the pre-employment checks that are undertaken for this role, you will be asked to complete a Pre-Employment Medical Questionnaire. The questionnaire is confidential, and is screened by our Occupational Health Department, who will ensure that you are medically fit for this role before being formally offered the position.

PERSON SPECIFICATION

Please ensure that you read the person specification carefully as this will be used to assess candidates as part of the shortlist and interview process.

E = Essential to carry out role to minimum

D = Desirable but not essential to carry out the role

	Essential	Desirable
Qualifications:		
Qualified Teacher Status (QTS) and Degree	√	
Evidence of continuous professional leadership development or SEMH specialist training	√	
Experience:		
Deep understanding of EBSA indicators, childhood anxiety, trauma-informed practices, and SEND	√	
Experience of identifying needs, setting targets and evaluating effectiveness	√	
Experience of multi-agency work, including as a key worker		√
Successful implementation of specialised literacy, numeracy, and restorative programs	√	
Experience of one-to-one therapeutic work or a willingness to train in this area	√	
Personal and Professional Skills and Attributes:		
Ability to understand the conflicting pressures encountered when working within a school environment	√	
Ability to understand the school perspective and work positively with school staff	√	
Ability to relate to young people and adults positively, both as individuals and in groups, encouraging participations and empowerment	√	
Ability to plan strategically in order to meet identified needs	√	
Good communication, both written and oral	√	
Ability to be self motivated and have good time management skills	√	
Ability to work within a team as a constructive team member	√	
Confident user of MS Word and Outlook	√	
Personal Qualities:		
The ability to build positive and appropriate relationships with young people	√	
The ability to motivate children / young people who may have previous negative educational experiences and act with integrity	√	
The ability to remain calm in stressful situations	√	
Personal resilience and emotional strength	√	
A sense of humour	√	
Must be a good role model to pupils	√	
Must be adaptable and willing to accept guidance and support	√	
Resilient outlook with an unyielding enthusiasm for motivating hard-to-reach, disconnected learners		
Special Factors:		
The post holder must possess a driving licence and have access to a vehicle for which mileages allowances will be paid.	√	