



**FIRLE ROAD SEAFORD
EAST SUSSEX BN25 2JB**

Trauma-Informed Classroom Teacher

"A wonderful, warm, nurturing place to work"

Bowden House School is a specialist SEMH provision for boys, offering both day and residential placements for up to 40 students.

Our students are taught in small classes, typically 4 to 6 pupils, supported by an assistant teacher in every lesson. Many of our young people have experienced disrupted education, including significant periods out of school and multiple failed placements. Our "stage not age" approach allows students to re-engage with learning and thrive in an environment built around their individual needs.

At Bowden House, you will join a dedicated, passionate, and supportive team. We pride ourselves on working closely together to provide not just education, but exceptional care that underpins everything we do. Although the work can be challenging, it is also deeply rewarding, offering creativity, collaboration, and fewer of the systemic frustrations often experienced in mainstream settings.

We are looking for a resilient, compassionate, and flexible teacher who is excited to make a genuine difference. In return, you will receive excellent CPD opportunities, including enhanced safeguarding, attachment and trauma training, Team Teach, MIDAS, and first aid certification.

We welcome applications from both primary-trained teachers and secondary teachers, particularly those with a background in English, Humanities, or SEMH. Whether you come from a special or mainstream background, if you have the curiosity, compassion, and skills to deliver purposeful, engaging lessons and form meaningful, positive relationships with our students, we would love to meet you — and introduce you to our wonderful students and staff.

"Nobody cares how much you know until they know how much you care."

Key Information:

- MPS/UPS
- QTS required
- Specialism preference: Primary / English / Humanities / SEMH
- Strong teaching and learning practice essential
- Good classroom management skills
- Flexible and resilient approach

Candidates must have been educated to at least GCSE standard or equivalent

For an application pack, please contact the school on 01323 893138,
visit the school website www.bowdenhouse.towerhamlets.sch.uk
or email admin@bowdenhouse.towerhamlets.sch.uk

Closing date for completed application forms: 13 July 2025

Interviews W/C 21 July 2025

The school is committed to the Safeguarding and Protection of Children. We appoint staff in positions of trust and it is our duty under Safer Recruitment to ensure that they are fit to work with vulnerable young people. References and an enhanced DBS that are satisfactory to us, will be a condition of the appointment. It is an offence to apply for this role if you have been barred from engaging in regulated activity relevant to children.

We shall ensure fairness and equal opportunity throughout our workforce and in service delivery. We welcome applications from suitably skilled candidates regardless of ethnicity, gender, disability, sexuality, religion or age.

Online searches may be carried out as part of due diligence checks for shortlisted candidates.

BOWDEN HOUSE SCHOOL

Firle Road | Seaford | East Sussex | BN25 2JB

Teacher

Thank you for your interest in the advertised post.

Bowden House School is a residential, special school maintained by the London Borough of Tower Hamlets. All students attend on a weekly, residential basis although there is the facility to admit students who live local to the school, to attend on a daily basis. All students have EHC Plans aimed at addressing their Social, Emotional and Mental Health difficulties.

The Job Description and Person Specification fully outline the requirements of this post and we welcome applicants who are clearly able to demonstrate their knowledge and experience in a similar role. Ofsted Reports; Policies & Procedures together with details of the specialist staff supporting the work undertaken in this school, are available on the school's web-site www.bowdenhouse.towerhamlets.sch.uk

The school delivers a comprehensive Induction Programme and the successful candidate will be required to undertake a range of mandatory training courses. Where appropriate, external training will be made available as part of the postholder's Continued Professional Development.

To meet the needs of our students, the school aims to:-

- create a school community where students participate, excel and are proud of their achievements
- nurture and support all students to make consistent and positive progress in their educational and social development
- encourage the students, staff, parents/carers to work together as a team.

We look forward to receiving your application.

Wendy Phillips
Chair of Governors

TEACHER JOB DESCRIPTION

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description may be amended at any time following discussion between the Head Teacher and member of staff, and will be reviewed annually.

Job Purpose

To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has pupils who achieve well.

Core Requirements of the Post

In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics, and in particular will:

- Inspire trust and confidence in pupils and colleagues
- Build team commitment with colleagues and in the classroom
- Engage and motivate pupils
- Demonstrate analytical thinking
- Improve the quality of pupils' learning
- Contribute to the school improvement / development planning and promote the learning priorities of the school SDP
- Contribute to the development and / or implementation of school policies
- Use the performance management process to advance pupil learning and enhance professional practice in line with the school's aspirations and priorities
- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance
- Promote the wider aspirations and values of the school

Areas of Responsibility and Key Tasks

a) Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- understanding and applying effective classroom management;
- understanding and applying a range of teaching strategies;
- positively targeting and supporting individual learning needs;
- maintaining high levels of behaviour and discipline;
- effectively using homework and other extra curricular learning opportunities;
- demonstrating appropriate consistent progress
 - for the majority of pupils
 - across all teaching areas
 - across all spectrums of background, ability and behaviour
 - that compares favourably with pupils in similar settings
- effectively managing other adults in the classroom;

b) Monitoring, Assessment, Recording, Reporting

- use performance data to evaluate pupils' progress and set appropriate targets for improvement;
- use assessment to inform planning and teaching;
- report on progress to all stakeholders

c) Pastoral Duties

- be a tutor to an assigned group of pupils;
- promote the general progress and well-being of individual pupils and of the Tutor Group as a whole;
- liaise with the Care Team to ensure the implementation of the school's care system;
- register pupils, encourage their full attendance at all lessons and their participation in other aspects of school life;
- contribute to the preparation of 'Action Plans' and progress files and other reports;
- alert appropriate staff to problems experienced by pupils and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents/carers of pupils and persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with appropriate staff;
- contribute to PSHE and citizenship and enterprise according to school policy

c) Other Professional Requirements

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- Maintain an up to date knowledge of good practice in teaching techniques;
- To make a positive contribution to the development of the school
- To work/liaise with other professionals and other agencies as required to inform and support the delivery of a high quality education to individual and groups of students
- Know subject(s) or specialism(s) to enable effective teaching;
- Take account of wider curriculum developments;
- Incorporate national strategies in all teaching;
- Communicate learning objectives;
- contribute positively and effectively to the Every Child Matters agenda;
- Undertake professional development to enhance teaching and pupils' learning, and
 - Apply outcomes and identify impact
 - Share outcomes with colleagues
- Take responsibility for professional learning;

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

PERSON SPECIFICATION/PROFILE

Job Title: Teacher

Location: Bowden House School

	ESSENTIAL REQUIREMENT	DESIRABLE REQUIREMENT
QUALIFICATIONS	<ul style="list-style-type: none">• Qualified Teacher Status• Three years teaching experience in a secondary phase education environment or equivalent experience working with secondary aged pupils	<ul style="list-style-type: none">• Other professional qualifications.• Evidence of continuing or further professional development.
EXPERIENCE	<ul style="list-style-type: none">• Of working with adolescents who have specific difficulties, including:<ul style="list-style-type: none">• Special Educational needs• Emotional, Social and Behavioural difficulties	<ul style="list-style-type: none">• Evidence of success at working in environments where adolescents display challenging and sometimes aggressive behaviour• Evidence of working with adolescents who have:<ul style="list-style-type: none">• Psychological/Psychiatric problems• School attendance difficulties• Developmental disorders (Aspergers syndrome, social communication difficulties, ADHD)• Experience in inter-agency working, particularly with Health or Social Services.• Working within an LEA context• Evidence of previous impact on pupil achievement.
KNOWLEDGE AND SKILLS	<ul style="list-style-type: none">• Excellent practitioner and classroom management skills and a sound practical knowledge of approaches to, and application of behaviour management strategies.• Ability to develop and deliver high quality learning programs at Key stages 3 and 4 in one or more subject areas	<ul style="list-style-type: none">• Familiarity with current educational issues, particularly those concerning the education of children out of school.• Experience and skill in curriculum design and timetabling.• Evidence of further study or practice in the field of behaviour management /psychology/ counselling/ Youth work.
MOTIVATION AND EXPECTATIONS	<ul style="list-style-type: none">• A determination to work successfully with challenging pupils• Able to work under pressure to targets and service priorities.• A commitment to inclusion, with an open minded, non judgemental approach to pupil difficulties and backgrounds.• Confidence in using personal initiative as required.• Possessing high expectations for pupil achievement.	<ul style="list-style-type: none">• Willingness to contribute to the development of policies and practice within Bowden House School.• Willingness to contribute to the development of innovative approaches to pupil personal development.

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| | <ul style="list-style-type: none">• Able to work as part of a highly motivated staff team.
An enthusiastic and energetic personality with a good sense of humour and an ability to remain cheerful through adversity. | |
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