



OAK HAVEN SCHOOL

Job Description

Post: Nurture Teacher with Technology Specialism

School: Oak Haven School

Phase: KS2–KS4

Specialism: Social, Emotional and Mental Health (SEMH)

Contract: Permanent, Full Time

Reports to: Headteacher / Senior Leadership Team

Salary: Teachers' Pay Scale –Main Scale + UPR (if applicable) + 1 SEN

Closing Date: Friday 9th October 2026

Visits: Visits to the school are warmly welcomed.

Job Purpose

To provide high-quality teaching and learning for learners within Oak Haven School's Nurture Pathway, with particular responsibility for developing and delivering an engaging, practical and vocational Technology curriculum.

The successful candidate will be an outstanding, resilient and relational teacher who understands that children and young people with SEMH needs require a highly consistent, structured and nurturing approach in order to thrive.

The postholder will establish positive relationships with learners, provide clear routines and boundaries, and create a safe, predictable and stimulating learning environment.

The Technology specialism will focus particularly on Engineering, Construction and Multi-skills, providing learners with practical, purposeful and vocational learning experiences that develop confidence, independence, employability skills and pathways towards further education, training and employment.

As a member of the Oak Haven team, the postholder will contribute to our whole-school commitment to Empower, Heal, Thrive, using trauma-informed and relational approaches to support learners to re-engage with education and achieve their potential.

Key Responsibilities

Teaching and Learning

- Plan and deliver consistently high-quality lessons that are engaging, appropriately challenging and accessible to learners with SEMH needs.

- Deliver a personalised and differentiated curriculum that responds to individual needs, abilities and starting points.
- Establish and maintain clear classroom routines, expectations and boundaries.
- Provide a consistent teaching model that supports learners to develop independence, confidence and positive learning behaviours.
- Use practical, experiential and project-based approaches to engage learners who may have experienced significant barriers to education.
- Assess learners accurately and use assessment information to inform planning and teaching.
- Monitor progress and identify appropriate interventions where learners are not making expected progress.
- Provide meaningful opportunities for learners to develop literacy, numeracy, digital, practical and employability skills.
- Promote curiosity, problem-solving, creativity, resilience and pride in achievement.

Technology, Engineering, Construction and Multi-skills

- Lead and develop an engaging Technology curriculum across KS2–KS4, with a particular focus on **Engineering, Construction and Multi-skills**.
- Deliver practical learning opportunities including, where appropriate, construction techniques, carpentry, joinery, brickwork, decorating, basic engineering, design, maintenance and workshop skills.
- Develop learners' understanding of health and safety within practical and vocational environments.
- Provide opportunities for learners to complete meaningful projects that develop practical skills, independence and teamwork.
- Identify opportunities for learners to gain meaningful qualifications, accreditations and recognised skills.
- Support learners to develop employability skills and understand the links between practical learning, further education, apprenticeships and employment.
- Develop and maintain high-quality practical learning resources and environments.
- Ensure equipment, tools and practical activities are appropriately risk assessed and managed.
- Work collaboratively with colleagues to develop vocational learning opportunities across the school.
- Encourage learners to recognise and celebrate their practical achievements and develop a positive sense of self-worth.

Nurture and SEMH Provision

- Develop strong, trusting and professional relationships with learners.
- Understand and respond appropriately to the impact of trauma, adverse childhood experiences and SEMH needs on learning and behaviour.
- Apply trauma-informed principles consistently in the classroom and wider school environment.
- Use relational approaches, including PACE principles, to support learners to regulate and engage.
- Provide predictable routines and a calm, safe and structured learning environment.

- Recognise that behaviour is a form of communication and respond in ways that support learners to develop emotional regulation and positive behaviours.
- Work closely with pastoral staff and the wider multidisciplinary team to support individual learners.
- Contribute to individual support plans, risk assessments and other relevant documentation.

Assessment and Progress

- Maintain accurate records of learner attainment, progress and engagement.
- Use formative and summative assessment effectively.
- Set ambitious but achievable targets for learners.
- Contribute to EHCP reviews and annual reviews where appropriate.
- Provide evidence of progress towards EHCP outcomes and individual targets.
- Celebrate learner achievement and promote a positive culture of progress.

Teamwork and Professional Responsibilities

- Work collaboratively with teaching assistants and other professionals to maximise learner progress.
- Provide clear direction to support staff working within the classroom.
- Contribute positively to staff meetings, professional development and whole-school initiatives.
- Work effectively with parents and carers.
- Liaise with external professionals where appropriate.
- Contribute to school improvement planning and curriculum development.
- Take responsibility for safeguarding and promoting the welfare of children and young people.
- Undertake duties and responsibilities appropriate to the role as directed by the Headteacher.

Safeguarding

All staff at Oak Haven School have a responsibility for safeguarding and promoting the welfare of children and young people.

The postholder must:

- Follow all school safeguarding policies and procedures.
- Report safeguarding concerns promptly and appropriately.
- Maintain professional boundaries at all times.
- Understand their responsibility as a member of the school's safeguarding team.
- Complete all required safeguarding and professional development training.

General

The duties and responsibilities outlined above are indicative and may be reviewed and amended in response to the changing needs of the school.

The postholder will be expected to demonstrate flexibility and contribute positively to the continued development of Oak Haven School.

Our Values

At Oak Haven School, we are committed to:

EMPOWER – HEAL – THRIVE

We believe that every learner can make progress when they are provided with the right relationships, environment, support and opportunities.

Our approach is rooted in trauma-informed and relational practice, with high expectations alongside compassion, consistency and understanding.