



OAK HAVEN SCHOOL

Job Description

Post: Nurture Teacher with Science 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 at Oak Haven School, with specific responsibility for the delivery and development of Science within the Aspire Pathway.

The successful candidate will be an inspirational, 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 in which young people can achieve.

Science is taught exclusively within the Aspire Pathway at Oak Haven School. The successful candidate will therefore have responsibility for delivering a high-quality Science curriculum to learners within this pathway, ensuring that learning is appropriately challenging, accessible and relevant to individual needs and future aspirations.

The postholder will contribute to Oak Haven School's commitment to Empower, Heal, Thrive, using trauma-informed and relational approaches to support learners to re-engage with education, develop confidence and achieve their potential.

Key Responsibilities

Teaching and Learning

- Plan and deliver consistently high-quality Science lessons across KS2–KS4.
- Develop an engaging, challenging and appropriately differentiated Science curriculum within the Aspire Pathway.
- Ensure that lessons reflect the individual needs, abilities and starting points of learners.
- Establish clear classroom routines, expectations and boundaries.

- Provide a consistent teaching model that supports learners to develop independence, confidence and positive learning behaviours.
- Use practical and experiential learning wherever appropriate to engage learners and develop scientific understanding.
- Promote curiosity, questioning, critical thinking, investigation and problem-solving.
- Develop learners' scientific vocabulary, literacy and numeracy skills.
- Prepare learners effectively for relevant Science qualifications, including GCSE or other appropriate accredited courses.
- Provide opportunities for learners to understand how Science relates to the wider world, further education, employment and their future aspirations.
- 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.

Science Curriculum Leadership

- Take responsibility for the quality and development of Science provision within the Aspire Pathway.
- Ensure that the Science curriculum is sequenced effectively and builds knowledge and skills over time.
- Develop appropriate schemes of work, resources and assessment opportunities.
- Ensure that practical Science opportunities are safe, purposeful and appropriately risk assessed.
- Maintain high standards of presentation, resources and learning environments.
- Identify appropriate qualifications and accreditation opportunities for learners.
- Work collaboratively with colleagues to promote cross-curricular links and develop wider STEM opportunities.
- Contribute to the ongoing evaluation and improvement of the Science curriculum.

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.
- Maintain high expectations whilst recognising and responding sensitively to individual barriers to learning.
- 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.
- Track progress and identify learners requiring additional support or intervention.
- 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 lessons.
- 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.