



Our mission is: 'Inclusion, realising potential, transforming lives'

JOB DESCRIPTION

Job Title: English Skills Build Specialist (SBS) Teacher

Responsible to: Curriculum Manager

Accountable to: Director of Curriculum and Quality

Job purpose

To support the English department in raising achievement, progress and engagement for GCSE and Functional Skills learners through the delivery of high-quality, targeted subject-specific intervention. This role will include designing and delivering engaging learning activities to build learner confidence and resilience; contributing to high standards of teaching and learning through flexible teaching in small groups and 121's; and supporting departmental operations through effective administrative and organisational contributions and tracking learner outcomes.

Newly qualified teachers or those wishing to work towards a teaching qualification are encouraged to apply for this role.

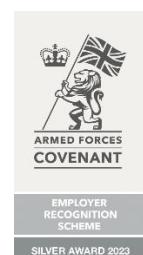
Specific Duties

- Work closely with the Curriculum Manager, teachers, welfare and safeguarding teams to identify students who require additional support, addressing the issues which are preventing them from engaging or progressing in GCSE and Functional Skills English and implement a programme of support.
- Plan and sequence intervention sessions, working with small groups and individuals to strengthen core skills, exam technique, literacy and subject specific knowledge to maximise achievement outcomes and progress for all.
- Design and deliver literacy-focused intervention programmes to support the development



of oracy, reading fluency, vocabulary, spelling, punctuation and grammar, tailored to learners' identified needs.

- Review thoroughly EHCP/Support Plans, identifying strategies and approaches to support students in relation to the development of their progress in English.
- Monitor and track learner progress effectively, using college systems to identify students for targeted intervention and manage caseloads strategically to ensure maximum impact.
- Support the Curriculum Manager in maintaining high standards of behaviour, attendance and punctuality, including contributing to restorative approaches, student/parent meetings and formal processes where required.
- Contribute to the implementation of pastoral and wellbeing support systems, ensuring learners are supported holistically to succeed in their studies.
- Drive improvements in student engagement and progress through innovation and high quality resources.
- Assess, record and monitor the impact of interventions, adapting strategies and approaches to maximise their impact on students' progress, closely liaising with the classroom teacher.
- Participate in training and development activities to upskill, maintain and develop the skills required to support students and to deliver high quality lessons and interventions and to seek out appropriate training and upskilling opportunities that will support the students and department.
- Promote the independence of students in education, in readiness for employment and higher education and preparing for adulthood.
- If needed, deliver high-quality English sessions through flexible teaching cover for GCSE and Functional Skills classes, ensuring consistency with schemes of learning and maintaining high expectations for all learners.
- To undertake any other duties and responsibilities and/or special projects commensurate with the grade of post, properly directed by the line manager.
- Strong visual presence within the department, walking the campus, visiting curriculum areas and English classes, to raise the profile of English and challenge negative attitudes and behaviours towards English.
- Demonstrate excellent communication, empathy and a nurturing approach whilst embracing a positive mindset and a determination to unlock student barriers with the ultimate aim of students making progress in English.
- Promote an inviting and engaging learning environment, taking responsibility for engaging displays in the corridors and competitions.



- All employees are required as part of their duties to accept responsibility for safeguarding, Prevent and promoting the welfare of children and vulnerable adults.
- To operate sustainably, ethically and responsibly, and to take action to increase efficiency and reduce consumption and waste

Professional Standards

- Exemplify behaviours which drive behaviour in-line with professional standards.
- Maintain up-to-date knowledge of developments and best practice in your area to provide sound professional advice to the staff.
- Actively participate in professional development and training activities, developing your own personal networks and reflecting on your own performance.
- Be a role model of excellence and professionalism for all staff and students.

Responsibilities common to all Staff

- To establish, maintain and develop professional working relationships with colleagues.
- Follow all agreed Quality Assurance Mechanisms operating within the College and contribute generally to the establishment and development of a quality provision/service.
- The College operates a Personal Performance Review Scheme through which objectives and development plans are agreed. All staff are required to participate in the scheme and, with their manager, are jointly responsible for the completion of agreed actions.
- The College is keen to ensure the health and safety of students, staff and visitors. All staff are responsible for complying with the Health and Safety at Work Act 1974 and ensuring no-one is affected by individual acts or omissions.
- The College aims to be a place in which people can work and study free from discrimination. All staff and students are required to comply with the College's Single Equality Scheme.
- To contribute to the College's Mission, Values and British Values.
- To be aware of, and responsive to the changing nature of the College and adopt a flexible and proactive approach to work.
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Review Arrangements

- This job description is not a rigid specification but identifies main responsibilities, which will be amended in the light of organisational need and in discussion with the postholder.

Working at the College

Our environment is inclusive, friendly and supportive, with high expectations for both staff and students. To thrive in our environment, you will need to be resilient, positive, able to work autonomously, have a strong work ethic, and put our students at the heart of everything you do.



Our College values are:

We put our students and customers first - prioritising their inclusion, learning and progress, supporting their health and wellbeing and realising their potential

We recognise that people are our greatest asset – recruit and retain the most talented staff, investing in them to fulfil their potential, creating a wealth of opportunities for personal development and progression, creating a culture of co-prosperity, galvanising them through inclusive practice, recognising the difference they make and rewarding them for the work they do

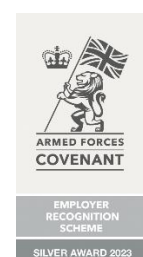
We pursue excellence in all we do - a passion for inclusive, high quality education, training and skills solutions, holding ourselves to the highest possible standards, meeting (and exceeding) targets, making improvements, valuing creativity, supporting digital innovation and pedagogy

We embrace change - looking forward to the future, maintaining a growth mind-set, exploring new routes to inclusion, partnership and collaboration, harnessing AI safely and ethically for efficiency, digitalising and embracing new technologies, anticipating and responding to ongoing economic and social needs and demands

We collaborate and work in partnership with others - actively seeking opportunities to become more inclusive, working with others in the best interests of the college community and key stakeholders, delighting our customers

We operate sustainably, ethically and responsibly – adding social capital through inclusion, working to achieve net zero carbon targets and enhancing biodiversity, acting with integrity, with high levels of accountability and complete transparency, treating others fairly and with respect, communicating clearly, concisely and openly.

We are guided by the principles of sound financial stewardship and operational efficiency – balancing an inclusive educational character with cost effectiveness, ever-mindful of an increasingly risk-laden and unpredictable operational environment, the need for broader sensitivity analysis in budgeting and forecasting and the importance of mitigating risks that could affect the college's solvency.



PERSON SPECIFICATION

Qualifications

Essential:

- Degree in English or equivalent subject.
- Possess a Level 3 qualification and 5 GCSEs (grade A-C) including English Language and Mathematics.

Desirable:

- PGCE / PGDE / QTS

Experience and knowledge

Essential:

- Familiarity with the GCSE and Functional Skills specification
- Strong understanding of SEND and Inclusive education practices.
- Demonstrate an understanding of the concept of Inclusive Learning.
- Awareness of reasonable adjustments and differentiation.

Desirable:

- Teaching experience in secondary or FE settings.
- Coaching / mentoring experience
- Experience of working with young people with specific learning difficulties and/or disabilities in education, such as: Autism, ADHD, Social, emotional and mental health, Speech and language, Dyslexia, Hearing Loss, Visual impairment.
- Literacy Intervention

Skills and abilities

Essential:

- Ability to build trusting and supportive relationships with students, fostering high expectations at all times.
- Ability to create engaging and appropriate resources for use in intervention and to share amongst the team.
- Ability to work collaboratively and proactively with the English team to maximise student progress.
- Ability to work autonomously and effectively, managing workload to maximise student outcomes.
- Highly innovative, reliable, proactive and resilient.
- Demonstrate a strong level of IT skills.



- Patience, empathy and emotional resilience.
- To contribute to and maintain College values.
- Must demonstrate suitability to work with children and vulnerable adults.

Updated June 2026

