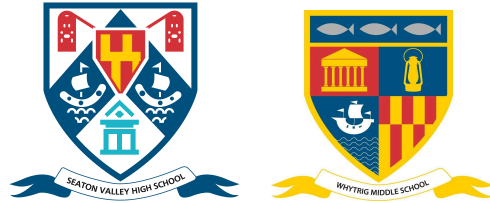




TEACHER (Specialist Support Base) Full Time, Permanent Job Advert



Small enough to care,
big enough to deliver a positive impact



Seaton Valley High School & Whytrig Middle School

Prospect Avenue
Seaton Delaval
Tyne and Wear
NE25 0FW
0191 237 1505

TEACHER (Specialist Support Base)

(Main / Upper Pay Ranges (£32,916 to £51,048 pro rata)
Permanent, Full Time

Small enough to care, big enough to make a positive impact

Seaton Valley High School and Whytrig Middle School are thriving schools in South East Northumberland and alongside Seaton Sluice Middle School, form the Seaton Valley Federation of Schools. As close-knit, smaller schools, we pride ourselves on a community where staff truly know every student both academically and pastorally. Driven by our core values—*be ready, be respectful, be safe*—our students demonstrate excellent behaviour and a genuine desire to learn and achieve their best.

We are launching a brand new Specialist Support Base (SSB) operating across Whytrig Middle School and Seaton Valley High School in September 2026, and are looking for a talented enthusiastic teacher to help shape it.

This base caters to students with SEMH and Social Communication needs (initially KS3 only), who will be taught predominantly within the dedicated SSB area.

With a strong sense of purpose and a drive to improve student attainment, you will join a small, committed team where you will be fully supported to develop your career and professional practice.

This is an exciting opportunity to develop your career and shape a specialist support base within a mainstream school that prides itself on being inclusive. The SSB will cater for very small numbers of students who are identified by Northumberland County Council as requiring a specific teaching resource without meeting the threshold for a 'special school'.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. An enhanced criminal records check is required for this post.

HOW TO APPLY

Please visit www.svf.org.uk/vacancies to apply for this post.

Please read through all of the information on the role including the Job Advert, Job Description & Person Specification along with the Candidate information pack.

Click on the link to apply, this will take you to www.mynewterm.com, our application portal, where you will be able to complete an application form online.

Deadline for applications is 9am Wednesday 24th June 2026

Please note that we do not accept CVs.

We are committed to safeguarding and promoting the welfare of children and young people. It is essential that all staff and volunteers share this commitment. An enhanced criminal records check from the Disclosure and Barring Service is required for all posts.

Please note that as part of our recruitment process, we carry out **online searches on publicly available information** for all shortlisted candidates.

JOB DESCRIPTION

Post Title: Teacher	School: Seaton Valley High School and Whytrig Middle School
Payscale: Main/Upper Range	Date: September 2026
Responsible to: Relevant member of SLT or TLR postholder and to relevant Student Progress Leader/Head of School as a form tutor	Responsible for: N/A
Job Purpose: To be accountable for the progress and attainment of own students through effective teaching and learning and consistent implementation of school policies and departmental guidelines.	
Duties and key result areas:	
<p>General</p> <ul style="list-style-type: none"> Carry out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions Document. Carry out teaching duties in accordance with relevant policies, departmental guidelines, schemes of work and the National Curriculum. <p>Generic Teaching and Learning Responsibilities</p> <ul style="list-style-type: none"> Establish a purposeful and safe learning environment and manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline and a supportive culture in line with the agreed behaviour policy. Plan effectively in the short, medium- and long-term and prepare effective learning sequences, lessons and work across a series of lessons to ensure coverage of the curriculum and that the needs of all learners are met. Plan and prepare homework and other out of class work. Be aware of and apply a range of teaching and learning approaches which identify, build upon and develop pupil learning styles, and the ability to learn independently. Teach across a range of abilities and ages commensurate with the teacher's experience and skills. Assess, record and report on the development, progress and attendance of learners and analyse relevant data to promote the highest possible aspirations for learners and target expectations and actions to raise learners' achievements. Set accurate targets for pupil improvement and monitor progress towards these. Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development. Liaise effectively with parents/carers through informative oral and written reports on pupils' progress and achievements according to the agreed assessment and reporting schedule. Discuss appropriate targets with parents/carers and encourage them to support their child's learning, behaviour and progress. Demonstrate ongoing development and application of teaching practice, expertise and subject competence to enrich the learning experience within and beyond the teacher's assigned classes or groups of learners. Attend continuous professional development activities when required to update knowledge of the National Curriculum, syllabus changes and national initiatives which impact upon teaching, pastoral or other responsibilities. Communicate effectively and work collaboratively within and beyond the classroom with support staff (including directing their day-to-day work and planning lessons), teachers, other professionals, parents, carers, agencies and communities, to enhance teaching and learning and promote the positive contribution and wellbeing of learners. Contribute to the development and implementation of priorities, policies and activities in order to enable school development plan priorities to be achieved. Promote and implement policies and practices that encourage mutual tolerance, respect for diversity and the core values of the Seaton Valley Federation of Schools. 	

- Undertake the role of form tutor, if required to do so, and follow the guidance given by the Head of School and Student Progress Leaders.
- Carry out supervisory duties before school, at break or after school as required.
- Attend department and other school meetings as required.

In addition, Upper Pay Range teachers are expected to:

- Make significant contributions to implementing workplace policies and practice and to promote their implementation.
- Give advice on the development and wellbeing of children and young people, if required.
- Promote collaboration between colleagues and contribute to their professional development through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- Make a significant contribution to school improvement planning and evaluation.

Whole School Responsibilities

- Promote the safeguarding and welfare of children and young persons the post holder is responsible for, or comes into contact with. Be aware of school policies and other guidance on the safeguarding and promotion of wellbeing children and young people. Take appropriate action where required.
- Ensure that whole school policies are effectively implemented including health and safety, equal opportunities, e-safety, confidentiality and data protection.

These schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. You are therefore under a duty to use the schools' procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the school: the pay level has been established on this basis.

Work Arrangements

Transport requirements:	None.
Working patterns:	As identified in the relevant School Teachers' Pay & Conditions Document
Working conditions:	Normally based indoors other than teaching roles requiring significant work outdoors e.g. PE.

Person Specification

Post Title: Teacher (Specialist Support Base)	School: Seaton Valley High School and Whytrig Middle School	
Essential	Desirable	Assess by
Knowledge and Qualifications		
<p>Qualified Teacher Status</p> <p>Honours degree in a relevant subject or PGCE, or equivalent</p> <p>Has good understanding of teaching/learning and behaviour management strategies in particular for those with SEND</p> <p>Up-to-date knowledge of subject and curriculum requirements and examination/testing processes</p> <p>Evidence of relevant and ongoing professional development</p>		A, I, O, R
Experience		
<p>Successful track record of teaching of subject to pupils at Key Stages 3 and 4</p> <p>Experience of using ICT effectively to support learning and raise attainment/accelerate progress</p> <p>Demonstrable track records of improving pupil outcomes</p> <p>Experience and skills in working with pupils who have SEMH needs, who may have challenging and demanding behavioural presentation</p>		A, I, R
Skills and competencies		
<p>Good or outstanding practitioner</p> <p>Consistently meets or exceeds the national Teachers' Standards</p> <p>Has high expectations of pupils and is able to engage and motivate learners</p> <p>Able to set realistic and challenging pupil targets and accurately assess and review progress</p> <p>Accepts accountability for pupil outcomes</p> <p>Can plan, organise and manage own time effectively</p> <p>Has positive values and attitudes in relation to self and others</p> <p>Able to consistently implement school policies and follow departmental guidelines</p>		A, I, O, R

<p>Able to work collaboratively as a member of a team and willing to share good practice</p> <p>Experience and skills in working with pupils who have SEMH needs, who may have challenging and demanding behavioural presentation</p> <p>Able to establish effective relationships with pupils, parents/carers, staff and external stakeholders</p> <p>Able to safeguard children and young people</p>		
Other		
No adverse criminal record		A, I, R, C

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. observation, case studies/visits, (c) recruitment and vetting checks e.g. DBS criminal record check