

Hertfordshire County Council

Job Outline



JOB TITLE: HITS Teacher

GRADE: MPS/UPS + SEN

REPORTS TO: Senior Teacher

TEAM: Access, Inclusion & Alternative Provision

DEPARTMENT: Education Directorate, Children's Services

Purpose of the Job

- To support a countywide HITS teaching agenda, ensuring high-quality education for children and young people unable to attend school due to SEND or health needs.
- To ensure that the educational progress of children with a range of needs is met in line with statutory guidance and HCC strategic objectives.
- Teach both groups and individual pupils across classroom bases and virtual settings, ensuring that planning, preparation, assessment and reporting meet their learning, medical and social needs.
- Maintain the positive ethos and core values of HCC within all teaching environments.
- Ensure all partner agencies are engaged early to support pupils to achieve their full potential.
- Work collaboratively with colleagues and external professionals to promote early intervention, assessment and reintegration.
- To actively participate in personal, and service professional development which will enhance expertise and the ability of the post-holder and the effective work of the service.

Teaching, Learning and Curriculum Responsibilities

- Deliver a full directed-time teaching timetable and model effective professional practice.
- Teach both groups and individual pupils, in classroom bases and virtual settings, adapting approaches to meet learning, medical and social needs.
- Teach a subject specialism and provide associated pastoral support.
- Carry out accurate baseline assessments and identify gaps in literacy, numeracy, and subject knowledge.
- Design and deliver highly scaffolded learning plans that rebuild engagement, confidence, and stamina for pupils who have been out of education.
- Provide targeted literacy and numeracy intervention where pupils have experienced lost learning or have significant gaps.
- Implement curriculum sequences, digital learning approaches and assessment frameworks set by senior staff.
- Monitor and record pupil progress, attainment, engagement, and reintegration readiness.
- Mark work promptly, provide clear feedback, and set achievable academic and behavioural targets.
- Maintain up-to-date knowledge of curriculum developments, SEND practice and effective online pedagogy.

Re-engagement, Behaviour and Emotional Regulation

- Use relational and trauma-informed approaches to re-engage pupils who are anxious, disengaged or reluctant to learn.
- Teach routines, organisation skills, and learning behaviours that prepare pupils for returning to school.
- Support pupils to develop self-regulation strategies and coping skills for managing transitions, sensory challenges and classroom expectations.
- Practise social communication skills needed for reintegration, including group participation and help-seeking.

Reintegration Preparation and Planning

- Contribute to the development of personalised education and reintegration plans created by senior staff.
- Create individual pupil Reintegration Plans where required and prepare pupils to follow school-based routines.
- Lead review meetings for allocated pupils and contribute to holistic reintegration support plans.
- Provide detailed baseline evidence and progress updates to inform reintegration decisions.

- Support destination schools to understand effective strategies and the pupil's strengths and needs.
- Work collaboratively with professionals, families and receiving schools to ensure a smooth and well-supported transition.

Online and Face-to-Face Delivery

- Ensure online sessions follow safe digital practice and adapt lesson structure to maintain engagement.
- Monitor wellbeing and engagement remotely, following safeguarding protocols for absence or withdrawal.
- Create supportive, low-sensory learning environments for face-to-face sessions and ensure safe transitions into and out of learning spaces.

Multi-Agency and Partnership Working

- Provide information and evidence to support decision-making at multi-agency meetings and panels.
- Work collaboratively with health, SEND, attendance, reintegration and social care professionals.
- Ensure early and appropriate engagement from partner agencies to support each pupil's progress and wellbeing.
- Represent the service professionally and contribute to statutory processes as required.

Caseload and Operational Responsibilities

- Manage a caseload within agreed timeframes, maintaining accurate and high-quality records.
- Supervise Reintegration Officers working with teaching groups and offer day-to-day guidance (without line-management responsibility).
- Carry out risk assessments for online, home-based and face-to-face learning activities, following senior staff guidance.
- Participate in teaching observations and quality assurance activities when required.
- Support the monitoring of attendance, engagement and barriers to learning, and escalate concerns promptly.

Professional Development and Service Contribution

- Participate in performance management, training and continual professional development to enhance practice.
- Contribute to service development activities as required.

- Maintain the positive ethos, values and safeguarding culture of the HITS service at all times.

Person Specification

Please provide a supporting statement which includes examples and evidence of when you have demonstrated the attributes listed below.

You will be expected to address each point separately and in the order listed.

If you do not complete a full supporting statement in the requested format, your application may be rejected.

Essential

- Qualified Teacher Status and degree-level education.
- Minimum three to five years successful teaching experience with evidence of strong classroom practice.
- Recent subject-specialist experience (English, Maths or Science).
- Ability to teach effectively in both online and face-to-face settings, ensuring safe and engaging digital practice.
- Strong understanding of inclusive, high-quality teaching for pupils with a wide range of SEND and health needs.
- Experience identifying learning gaps and delivering targeted literacy and numeracy teaching.
- Ability to re-engage pupils who are anxious, disengaged or have SEMH needs using relational and trauma-informed approaches.
- Experience preparing pupils for reintegration, including teaching routines, learning behaviours and regulation strategies.
- Ability to use data to inform planning, monitor progress and evidence outcomes.
- Excellent communication, ICT competence and ability to work across a multi-agency environment.
- Strong safeguarding knowledge, including risk assessment for online, home-based and small-group education.
- Commitment to equality, diversity and inclusive practice.
- Ability to prioritise and manage a caseload within agreed timeframes.
- Ability to travel independently, full driving licence and access to a vehicle.

Desirable

- Additional SEND qualifications (e.g. Autism, SpLD, SLCN, NASENCo).

- Experience in alternative provision, hospital tuition, EBSA support, or outreach teaching.
- Training in trauma-informed, restorative or relational practice.
- Experience delivering literacy/numeracy catch-up interventions.
- Experience supporting pupils who have been out of education or have experienced prolonged absence.

Additional Information

Criminal Background Check

Safeguarding children and adults is of utmost importance to Hertfordshire County Council. The Council requires employees to abide by legislation and best practice to enable Hertfordshire to achieve this. This role has been identified as requiring a Disclosure & Barring Service (DBS) check or Basic Disclosure. You must therefore ensure that any relevant criminal record check application is completed and returned as requested by the Council, as this is deemed a contractual requirement of employment. In addition, you consent to allow the Council to retain a copy of the disclosure certificate within your personal file.

It is a contractual obligation to disclose any cautions, reprimands or convictions and to update your manager of any changes to your status whilst in employment. Enhanced DBS roles will be reviewed periodically during employment, by means of DBS Dip Sample or three yearly rechecks. Failure to disclose changes to your status may be detrimental to your employment and you may be subject to disciplinary action.

Please note that additional information referring to the check is in the guidance notes to the application form. If you are invited to interview you will receive more information.

Diversity and Inclusion

Hertfordshire County Council is committed to making inclusion part of our DNA, both as a large employer of people and as a provider and commissioner of services.

We strive to positively promote diversity and inclusion across the delivery of services and within our workforce. We want everyone at work, regardless of their background, identity or circumstances to have a sense of belonging to the organisation. We want all employees to feel valued, accepted and supported to succeed at work and reach their full potential. Our Diversity and Inclusion Strategy is available on the internal intranet or from your line manager.

Health and Safety

It will be the duty of every employee while at work to take reasonable care for the Health and safety of themselves and of other persons who may be affected by their acts or omissions at work.

Additional Information: Code of Practice on the English Language Requirements for Public Sector Workers

Public Authorities must ensure that all members of staff in customer facing roles, whatever their nationality or origins, are able to communicate the English language fluently with the general public, verbally and in written format (access needs will be met for those with a disability).

