

**Teacher / Instructor (Care Farm teacher and Lead)**

Acorn Park School

Contract: Full-time (term-time + INSET), permanent

**About the role**

We are seeking a passionate and adaptable Teacher/Instructor to join our autism specialist school and lead our care farm provision. This is a unique opportunity to combine high-quality autism-informed teaching with land-based, therapeutic, and experiential learning.

You will teach across all Key Stages and deliver both formal and semi-formal curricula, ensuring every pupil has access to meaningful, structured learning opportunities that build communication, independence, emotional regulation, and life skills.

The post includes responsibility for the day-to-day management of our small care farm, and close collaboration with the Horticulture and Outdoor Learning teams to create coherent outdoor pathways for autistic learners.

This role suits a practitioner with creative problem-solving skills, strong autism pedagogy, and a belief in the power of nature and purposeful activity to support engagement and wellbeing.

**Key responsibilities**

Autism-Informed Teaching & Learning

Teach across all Key Stages, delivering learning that reflects pupils' EHCP outcomes and autism-specific needs.

Plan and deliver formal (subject-based, accredited) and semi-formal (experiential, developmental) curricula using evidence-based autism practice.

Use structured teaching approaches (e.g., TEACCH principles, visual systems, predictable routines, low-arousal learning environments) to support clarity and engagement.

Embed communication approaches (e.g., AAC, PECS, visual communication, modelling, regulation strategies) in all activities.

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Implement personalised strategies for sensory regulation, including use of sensory circuits, movement breaks, environmental adaptations, and co-regulated support.

Use assessment tools that capture small steps of progress, engagement profiling, and personalised targets linked to EHCP outcomes.

Work in partnership with therapists (SaLT, OT), pastoral teams, and families to create coordinated support plans.

### **Care Farm Leadership**

Lead the daily operation of the school's care farm, ensuring safe, structured, autism-informed access for pupils.

Oversee animal husbandry tasks (feeding, grooming, cleaning, welfare checks) and engage pupils through visually structured routines and clear step-by-step supports.

Design farm-based learning sessions that build communication, emotional regulation, independence, and vocational skills.

Maintain animal welfare standards, biosecurity, hygiene routines, and behaviour-safe systems that support anxious or sensory-sensitive learners.

Develop enterprise activities that offer predictable, real-world learning (e.g., produce sales, small crafts, animal care timetables).

Maintain accurate logs and compliance documentation (welfare checks, incidents, stock, H&S actions, dynamic risk assessments).

### **Collaboration with Outdoor Education**

Work closely with the Horticulture and Outdoor Learning teams to build structured, autism-friendly outdoor pathways.

Co-create visual supports, social stories, schedules, and communication aids to enable pupils to access horticulture and outdoor tasks with confidence.

Plan interdisciplinary, land-based learning aligned with whole-school curriculum maps and accreditation offers (e.g., AQA Unit Awards, ASDAN, Entry Level).

Support whole-school outdoor events, alternative pathways for pupils experiencing school-based anxiety, and therapeutic outdoor interventions.

### **Positive Behaviour Support & Safeguarding**

Use relationship-based practice and positive behaviour support frameworks to promote emotional regulation and reduce anxiety.

Implement individual support plans consistently, with attention to sensory triggers, transitions, and co-regulation.

Uphold safeguarding policies and procedures; respond appropriately to concerns and record using agreed systems.

Ensure safe operation of tools, equipment, and animal areas; lead H&S checks, risk assessments, and emergency procedures tailored to autistic learners.

### **Professional Development & Contribution to School Life**

Participate in CPD related to autism practice, outdoor learning, trauma-informed approaches, and land-based qualifications.

Coach and support TAs/LSAs to deliver structured, autism-informed farm and outdoor learning sessions.

Contribute to EHCP reviews, annual reviews, and multi-agency meetings, providing high-quality evidence and pupil-centred feedback.

Contribute to whole-school improvement priorities and champion outdoor learning for autistic young people.

### **Person Specification**

#### **Essential**

QTS/QTLS or relevant Instructor experience within an education or specialist provision setting.

Strong understanding of autism, including sensory needs, communication differences, and structured teaching.

Experience teaching formal and/or semi-formal curricula and adapting learning for diverse learners.

Practical experience with animal care and/or horticulture.

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Ability to create autism-friendly learning environments with predictable, well-scaffolded routines.

Strong teamwork and communication skills; able to work with families and multi-disciplinary teams.

Commitment to safeguarding, inclusion, equality, and trauma-informed practice.

### **Desirable**

Experience in a specialist autism provision or SEND setting.

Training or qualifications in autism, TEACCH, PECS/AAC, trauma-informed practice, or behaviour support.

Experience running or contributing to a care farm, forest school, horticulture project, or outdoor learning.

Knowledge of accredited land-based qualifications (ASDAN, AQA, City & Guilds, etc.).

Minibus (D1) or trailer (B+E) licence, or willingness to train.

Outdoor First Aid or Emergency First Aid qualification.

### **What We Offer**

A nurturing autism-specialist environment with a strong emphasis on wellbeing and belonging.

A well-resourced care farm and outdoor learning facilities.

Supportive leadership and a collaborative multi-disciplinary team.

High-quality autism-specific CPD and coaching.

Opportunities to shape outdoor, land-based learning pathways across school.

4 Day Working Week (4DWW), where you work 80% of your hours but receive 100% of the pay.