

Job Description - Teacher

Details of the job	
Post title	Teacher
Salary grade	Teacher pay scales + 2 SEN points or UQT + possible 2 SEN points
Hours	Full-time
Location	CE countywide. To work in more than one campus and may be asked to teach in any of the CE campuses across the County or any venue supporting pupils
Reports to	The CE Academy Headteacher/SLT

Overall purpose of the post

Acting as Teacher to enable The CE Academy to meet its statutory duty to provide full-time education to excluded pupils.

Principal responsibilities

1. Supporting pupils and parents/carers in maximising effective learning and inclusion for pupils.
2. Maximising the educational opportunities for pupils excluded, or at risk from exclusion from schools.
3. The responsibility of a teacher will include teaching, supporting pupils and promoting the philosophy and development of inclusion.
4. To deliver a specialist support teaching service to schools, parents and children in accordance with the aims of the service.
5. To ensure the development and maintenance of high quality professional input.
6. To liaise with other agencies and services relevant to service delivery.
7. Shared responsibility as member of a curriculum group and to develop areas of specialist teaching input.
8. To undertake professional development benefiting individual and CE practice.
9. To provide high quality assessment, teaching, support and advice to pupils, schools, parents and carers with particular reference to behaviour management.
10. To provide a service which operates within national and local guidance for pupils with emotional and behavioural needs.
11. Monitor and evaluate the effectiveness of pupil programmes. Prepare reports and maintain records as requested by members of the Senior Leadership Team.
12. To make a significant contribution to implementation of procedures and processes for the self-evaluation of all aspects of CE.
13. Follow the Academy's financial systems as appropriate.
14. When national agreements are in place, participate in the agreed appraisal and performance management systems for teachers and ensure that professional development needs are identified and that agreed professional development activities are undertaken.
15. In all areas of work have regard to the Code of Practice on the Identification and Assessment of Pupils with Special Educational Needs.

16. Seek the support and guidance of SLT/mentors when the issues lie outside the knowledge base or experience of the teacher.
17. Develop and produce assessment and teaching resources.
18. In collaboration with the examinations co-ordinator, arrange and administer examinations.
19. To promote and ensure equality of opportunity and inclusion in education for all pupils.
20. To act as Key Tutor to a number of pupils.
21. To ensure that reasonable care is taken at all times for the health, safety and welfare of yourself and other persons, and to comply with policies and procedures relating to health and safety within The CE Academy.
22. To carry out any other duties which fall within the broad spirit, scope and purpose of this job description and which are commensurate with the grade of the post.
23. To travel throughout the county, transport pupils where necessary, often at short notice.
24. Demonstrate awareness/understanding of equal opportunities and other people's behavioural, physical, social and welfare needs.
25. Ensure that reasonable care is taken at all times for the health, safety and welfare of yourself and other persons, and to comply with the policies and procedures relating to health and safety within The CE Academy.

This job description reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks may be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder.

Other specific responsibility

To be aware of all CE Academy Policies and Procedures and fully familiar with:

- **Code of Conduct for Staff**

in relation to **safeguarding children and staff** and with all associated policies, including:

- The CE Academy Safeguarding Policy (Prevention, Practice and Procedures)
- Preventing Extremism and Radicalisation - Guidance
- Acceptable Use Policy (Internet Safety)
- Anti-Bullying
- Restraint

In addition, you need to be fully familiar with the following DfE publications - go to: www.gov.uk – search by name of document

- *Keeping Children Safe in Education (part one) (September 2016)*
 - *Keeping Children Safe in Education – Annex A*
 - *Information Sharing (March 2015)*
 - *What to do if you're worried a child is being abused (March 2015)*
-

Person Specification

Post Title	Teacher
Grade	Teacher pay scales + 2 SEN points or UQT + possibility of 2 SEN points

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
Education and Qualifications	<ul style="list-style-type: none"> ▪ Teaching qualification or other relevant qualifications or experience (at least 1 year successful experience working with disaffected young people in an education environment) ▪ Current driving licence, access to own car and agreement to use it for work purposes ▪ This post requires satisfactory clearance of a DBS disclosure 	
Experience and Knowledge	<ul style="list-style-type: none"> ▪ Evidence of successful and recent class/group teaching responsibility to GCSE or equivalent vocational level ▪ Successful management of difficult disruptive pupils ▪ Effective classroom teaching, management and organisation, especially of difficult/disruptive pupils ▪ Effective team and independent working 	<ul style="list-style-type: none"> ▪ Collaborative work ▪ Management responsibilities ▪ Multi-professional work ▪ Experience of managing problematic pupil behaviour in school ▪ Mainstream school system

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
<p>Ability and Skills</p>	<ul style="list-style-type: none"> ▪ Ability to prepare and deliver appropriate curriculum using a range of teaching styles and methodologies ▪ Good interpersonal/communication skills ▪ Able to use variety of strategies and approaches, including behavioural and interactive ▪ Entitlement and needs of all pupils ▪ Relevant curriculum knowledge to match CE needs ▪ Good interpersonal skills and skills in conflict resolution ▪ Able and willing to offer transport to pupils as appropriate ▪ Belief in the intrinsic worth/value of all pupils, their parents and colleagues ▪ Belief in high standards ▪ Clear commitment to The CE Academy ethos ▪ Commitment to professional development ▪ Flexible, adaptable and responsive ▪ Negotiative and collaborative ▪ Problem solving ▪ Realistic ▪ Positive ▪ Ability to work under pressure ▪ Assertive and supportive ▪ Purposeful, persistent, thorough, stable and reliable ▪ Ability to relate and communicate effectively with people and work well with them ▪ Sense of humour and proportion ▪ Tolerance ▪ Trustworthy, dependable and discreet ▪ Enthusiasm and stamina 	<ul style="list-style-type: none"> ▪ Ability to plan, prioritise, negotiate and evaluate ▪ Empathy for the perceptions of others ▪ Assessment and recording techniques ▪ Behavioural approaches and techniques ▪ Current educational thinking and legislation ▪ Quick learner ▪ Contributor ▪ Tactful ▪ Broadminded
<p>Equal Opportunities</p>	<ul style="list-style-type: none"> ▪ Ability to demonstrate awareness/understanding of equal opportunities and other people's behaviour, physical, social and welfare needs 	