

## Robson House Teacher (Base)

MPS / UPS + SEN allowance

**This position is on a fixed-term contract for 2 years initially**

*This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.*

**Line Manager and Performance Developer for:** Child Support Workers

**Line Manager:** Head of School (Teaching and Learning)

### **Job Purpose:**

Robson House PRU aims to meet the social, emotional, mental health and academic needs of highly vulnerable children, so that they are able to make accelerated progress, and be ready for their next stage in learning. We aim to provide a stimulating and secure learning environment for pupils and to give each pupil a positive experience of school.

The teacher's role is to

- Lead the provision for the children within your class and take responsibility for direct teaching and the progress of these children.
- Be part of a team, working closely with all staff on the campus to implement a cohesive and integrated approach to teaching and learning.

### **DUTIES AND RESPONSIBILITIES**

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. They must meet the requirements for practice and conduct set out in the Department for Education's Teachers' Standards guidance.

In addition to the general duties of a school teacher as defined in the School Teachers' Pay and Conditions Act, the teacher will have the following duties and responsibilities:

- 1) To plan and teach stimulating and challenging lessons in flexible and creative ways in order to engage and motivate children with social, emotional and mental health difficulties, ensuring that they make progress in their social, emotional and academic development
- 2) To organise and lead a range of activities, including off-site activities and trips, to enrich the learning experience for children
- 3) To assess, plan for and monitor the learning needs of each child in the class, setting appropriate targets and ensuring that children make progress relative to their starting points
- 4) To collaborate effectively as part of the multi-disciplinary team, contributing to integrated assessments and translating advice from other professionals into effective classroom practice

- 5) To record data and contribute to reports on children's attainment and progress in line with school policies
- 6) To establish and maintain positive relationships with children, their parents and carers, and with colleagues and other professionals
- 7) To communicate effectively with parents and carers to report children's progress and to facilitate on-going collaboration between home and school
- 8) To use resources including a range of media and information technology to motivate children, to support their access to the curriculum, and to enrich their experience of learning
- 9) To direct the work of the Child Support Workers supporting children both in and out of the classroom
- 10) To liaise with colleagues within Robson House and the Campus to maximise opportunities for inclusion of children in mainstream activities and ensure the effective day-to-day functioning of the school
- 11) To provide regular information to the Heads of School on the effectiveness of the provision for children to inform decision-making and policy review
- 12) To act in accordance with the school's safeguarding policies and procedures, including the guidance set out in Keeping Children Safe in Education
- 13) To perform all such other tasks as may be reasonably expected of a teacher in accordance with Teachers Pay and Conditions and the Teacher's Standards, at all times in accordance with their duty of care towards children

## Person Specification

The candidates are required to address the selection criteria in their letter of application.

Candidates must show **evidence** of the following criteria, which will be used as part of the selection procedure:

	<b>Essential</b>
<b>Qualifications &amp; Professional Development</b>	<ul style="list-style-type: none"> <li>• A Degree or relevant professional qualification</li> </ul>
	<b>Desirable</b> <ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Additional recognised SEN qualification</li> <li>• Evidence of further study in Social, Emotional and Mental Health (SEMH) needs</li> <li>• Team Teach trained</li> </ul>
<b>Experience</b>	<b>Essential</b>
	<ul style="list-style-type: none"> <li>• Substantial recent experience of teaching in early years and/or primary phases</li> <li>• Substantial and successful experience of working with children with social, emotional and mental health difficulties.</li> </ul>
	<b>Desirable</b>
	<ul style="list-style-type: none"> <li>• Evidence of consistently outstanding teaching</li> </ul>
<b>Knowledge &amp; Understanding</b>	<b>Essential</b>
	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the Early Years Foundation Stage Curriculum, and the National Curriculum, including planning strategies, assessment procedures (Assessment for Learning) and a good understanding of the curriculum modifications and adaptations that secure broad, balanced and relevant opportunities for children with social, emotional and mental health difficulties</li> <li>• Knowledge and understanding of theories of child development</li> <li>• Knowledge of a range of approaches, which will facilitate access to the whole curriculum with an understanding of school systems that best promote the achievement and inclusion of children with SEN, particularly those with social, emotional and mental health difficulties</li> <li>• Knowledge of the SEN Code of Practice and the Equalities Act and other relevant legislation relating to children and young people and their education</li> <li>• Knowledge of a range of evidence-based interventions and therapeutic approaches to meet the needs of children and young people experiencing social, emotional and</li> </ul>

	<p>mental health difficulties</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of safeguarding and child protection procedures and of how to safeguard themselves and children.</li> <li>• Extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.</li> </ul>
	<b>Desirable</b>
	<ul style="list-style-type: none"> <li>• Good knowledge and experience of using digital technology and/or the arts to enhance learning</li> </ul>
<b>Skills &amp; Abilities</b>	<b>Essential</b>
	<ul style="list-style-type: none"> <li>• Effective analytical skills to monitor and assess pupil progress using a variety of data</li> <li>• Ability to provide clear and accurate reports of children's attainment and progress</li> <li>• Positive and solution focussed approach to creating an inclusive, enabling learning environment</li> <li>• Ability to collaborate effectively within a multidisciplinary team and to translate the advice of other professionals into effective classroom practice</li> <li>• Ability to work effectively as a team member and to make a contribution to the overall development of the school</li> <li>• Ability to work on own initiative and meet agreed deadlines</li> <li>• Ability to follow agreed school policies and procedures</li> <li>• Ability to communicate effectively with pupils, staff, parents and the wider community</li> <li>• Sufficient resilience to adopt a consistently positive response to children's extreme emotional difficulties and challenging behaviour</li> </ul>
<b>Commitment</b>	<b>Essential</b>
	<ul style="list-style-type: none"> <li>• Commitment to high standards for all pupils</li> <li>• Commitment to implementing the school's safeguarding and equality of opportunity policies both in the curriculum and the school organisation</li> <li>• Commitment to shared responsibility for health and safety in the workplace and how to implement it in this area of work.</li> </ul>

Some hazards may occur, as faced by all staff working in Special Schools and settings for children with SEMH needs, such as management of challenging behaviour and use of physical intervention.

Teachers may be required to carry out other duties as requested by management  
This post is subject to an enhanced DBS check.