

JOB DESCRIPTION AND PERSONAL SPECIFICATION

SCHOOL:	New Horizons
POST:	Nurture Teacher (Secondary)
SCALE ALLOWANCE:	UQT/MPS
RESPONSIBLE TO:	Head of School

Main Purpose

The study of the resilience curriculum creates opportunities for students' to develop the foundation skills, knowledge and understanding within a range of structured curriculum opportunities throughout the school.

The school operates a collegiate approach where teachers across the key stages work together to strategically plan to raise attainment across age, range and phase; supporting progress through educational experiences that supports effective planning, teaching, learning and assessment.

The general professional duties of a teacher are set out in the STP & C document; the post holder will ensure the effective provision of teaching, behaviour and therapeutic support to children who attend the Secondary Nurture Provision and will facilitate and secure the successful re-integration for pupils into the school, which will be agreed at review.

Whole School Level

The responsibilities of the post holder will be:

- To support and secure the commitment of other staff to the vision, ethos and policies of the School and promote highest levels of achievement.
- To support the creation and implementation of the strategic development plan for the School and to take responsibility for appropriately designated aspects of it.
- To support all staff in achieving priorities and targets of the School as well as the monitoring and evaluation of the effectiveness of developments within the provision and analyse their impact.
- Represent the school in any Academy meetings connected with Resilience, Nurture Teaching and Learning.
- To organise and ensure the production of reports to SMT and Governors including sub-committees and full meetings.
- Monitor the evaluation of the effectiveness of policies implementing developments within the secondary school and apply them to the Nurture Provision, analysing their impact.

Teaching and Learning:

- To ensure that the curriculum is planned and delivered in accordance with the National Curriculum and government direction and initiatives and ensure rigorous assessment, monitoring and evaluation takes place.
- To deliver the core curriculum on a daily basis, differentiating the program of study to ensure educational gaps are assessed and addressed.
- Deliver a high quality Resilience programme where all aspects of the secondary foundation curriculum are threaded through learning themes.
- To regularly mark work in line with the school assessment and marking policy.
- To assess, standardise and moderate pupil work across age, range and phase in-house and across the Academy.
- To produce data to support information to be used for external use such as SIP/Ofsted/LEA/ etc.
- To work with the Head of School, Deputy, Head of Key Stage, Pastoral Manager and Senco to secure the school policies, procedures and codes of practice and ensure this is monitored and reviewed, according to the school's schedule.
- Work with colleagues to ensure that all subject policies reflect literacy needs.
- Advise and support other members of staff on the planning and delivery of curriculum for the class to support transition into the next year group and phase.
- To deliver weekly Key Stage assemblies on a termly rota with teaching colleagues.
- To work with the lead subjects teachers' to design and implement changes through formulation of a subject SEF and development plan which will link into the whole school SDP. To advise staff of these changes through training.
- Regularly monitor Governmental websites and publications concerned with changes in the delivery of the secondary curriculum and support training for changes in content or styles in the new orders in accordance with whole school development plans.
- To support the Head of School/Deputy Head/Head of Primary in the production of reports to SMT and Governors' reports, including Sub-committees and full meetings.

Pupil Level:

- To lead the Nurture provision with responsibility in a given Key Stage, supporting the educational and emotional wellbeing of all pupils within the group.
- To differentiate planning to ensure all schemes are tailored to the SEN need type and learning styles of the Nurture group pupils at New Horizons.
- To lead weekly target setting sessions where pupils reflect on their learning and behaviour from previous week and set small steps for the week ahead.
- To lead termly pupil progress meetings where pupils' analyse their individual trackers, attainment, EBSL's and progress towards IEP targets and inform the wellbeing plan.
- To deliver the school literacy strategy and programme on a daily basis to a small group of students, monitoring progress and evaluating performance.
- To deliver a weekly assembly to the class tutor group.
- To support the class TAs to produce interactive displays in the classroom and corridors.

- Ensure a high quality-teaching programme is being delivered within the classroom; where pupils are interested, engaged and enjoying their learning.
- To assess, monitor and evaluate learning in line with the school's assessment policy (this will include observation, work sampling, planning scrutiny and review etc.), recording pupil progress throughout the school in conjunction with the assessment manager.
- Keep under review the methods of planning and delivery of all primary subjects including content, recording and assessment of pupils' work, ensuring analysis of impact on attainment.
- To monitor pupils' work on a termly basis implementing support strategies to raise attainment in line with national benchmarks; complete in-house pupil progress documents.
- Undertake responsibility for the selection of resources for the class, being accountable to the Head of School for the expenditure of the delegated budget.
- Liaise with colleagues to design and implement changes in the curriculum; to include all aspects of learning as part of a medium term plan.
- To ensure that academic and behaviour targets are set, monitored and evaluated and link directly into the IEP's and the Wellbeing Plan
- To produce regular reports to parents on curriculum, attainment and behaviour.
- To support the design and implement changes in the timetabled programme where necessary including introducing new formats including the framework of Thrive, personal and thinking skills, Occupational Therapy, SULP, Art Therapy and speech and language development.
- To promote and facilitate weekly parental involvement in the teaching of the Nurture pupils through a shared school/home approach: To link directly with the Pastoral Manager to assist in the content and organization of the program.

Personal Development:

- To maintain a continuous professional development, not only through INSET but by keeping informed of Curriculum initiatives, strategies, debate and discussion through
 - Professional journals and press
 - Other media such as Teachers TV
 - DfE, QCA and Standards Sites and other associated sites
 - Professional Subject associations
 - Visits
- Undertake professional training as and when required in conjunction with CPD, performance management and School Improvement Plan.
- To collate a range of evidence to substantiate the validation of teaching standards.

Other

- To carry out any other duties that might be deemed to be reasonable after discussion with the Head of School or the Executive Head.

Person Specification for Nurture Teacher

1. Essential Criteria

Knowledge and Experience

- Teaching experience/ideally qualified teacher
- Experience, knowledge and understanding of SEMH pupils
- An in-depth knowledge of Target Setting & Assessment Procedures.
- Demonstrate an understanding of recent general educational developments including new developments and initiatives..
- A sound understanding of curriculum planning, (AWL, Differentiation and Progression)
- Demonstrate evidence of good pedagogy and practice (observations & Inspections)
- Demonstrate a sound understanding of a range of 'behaviour strategies' and the ability to apply them operationally.
- Experience of taking the lead on school trips.
- Ability to work over and above full-time hours when required.

Skills and Qualities

- Demonstrate a high level of resilience -personal and interpersonal teaching skills.
- Demonstrate ability to organise and manage classes to create an effective learning environment.
- Demonstrate the ability to manage and be part of a team in all curricular matters.
- Demonstrate success in promoting the general progress and well-being of pupils and providing guidance and advice on educational and social, contextual issues.
- Demonstrate an understanding of whole school initiatives and distributed leadership.
- Evidence of effective target-setting to promote pupil progress.
- Evidence of effective curriculum development and planning.
- Evidence of a clear and practical philosophy of managing challenging behaviour.
- Ability to prioritise, plan and manage own time effectively and work to deadlines.
- Evidence of competence in use of ICT.
- Ability to communicate well both orally and in writing.

Personal Qualities

- Demonstrate the ability to recognise personal stress generated within the work environment and define appropriate and successful responses.
- Demonstrate commitment to equal opportunities within the whole school .
- Demonstrate regular attendance and punctuality in previous employment.
- Enthusiasm and capacity for hard work.
- Creative and innovative approaches to learning.
- Car driver – with business insurance

2. **Desirable Criteria**

- Sound understanding of recent developments in education and their impact on special schools and the wider communities.
- Considerable experience of working with pupils with special educational needs within the last three years.
- Professional qualification in the area of special educational needs.
- Knowledge and understanding of issues relating to Appraisal.