



<b>JOB TITLE</b>	STEAM Teacher – focus on Science & Computing
<b>REPORTS TO</b>	Head teacher
<b>SALARY</b>	£35,272.80
<b>Hours</b>	Term time (39 weeks) - Monday to Friday , 40 hours per week
<b>HOLIDAYS</b>	4.2 weeks

### **About the role**

We are searching for someone who is passionate about Curriculum developing including high quality teaching & learning focused on impact, and keeps up to date with developments in the field, has extensive experience and knowledge of supporting pupils with communication needs, sensory processing needs, autism, global developmental delay, trauma, ADHD and other related conditions.

You will be working collaboratively with our Class Teachers, Therapy Team and teaching support staff.

***This post is subject to satisfactory references and DBS checks***

*Fountain Head House School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.*

*Fountain Head House School is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the School.*

## **Main purpose**

- To be an effective professional who demonstrates knowledge of the Secondary Curriculum as a whole, of ASDAN qualifications and specific knowledge of the Science and Computing with focus on STEAM leading to Preparation for Adulthood, CAREERS and qualifications.
- To be able to plan, teach and assess effectively, for Science and Computing and, where needed, other relevant STEAM subjects.
- To follow the school's planning procedures for secondary pupils who present a range of SEND and whose cognitive ability might be close to or below age related expectations.
- To keep abreast of current and innovative approaches to teaching and learning.
- To link curriculum intent, implementation and impact knowledge and skills related to Preparation for Adulthood, CAREERS and qualifications.
- To be an effective professional who demonstrates a thorough knowledge of the Science and Computing Curricula, can plan, teach and assess effectively, following the school's procedures.
- To oversee the planning of the Science and Computing Curricula across Key Stages 3 and 4 and guide teachers to enable effective planning, delivery and assessment of pupils' progress.
- To ensure that teaching and learning follow the school's Curriculum Policy including adaptive learning and the Curriculum pathways;
- To ensure that pupils make at least good progress from their starting points, that gaps in learning are addressed and pupils reach their potential in preparation for adult life;
- To complete all scheduled assessing, recording and reporting events following specified deadlines to show the impact of teaching and learning for each pupil in the class.

## **RESPONSIBILITIES / DUTIES**

In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics, and in particular will:

- Inspire trust and confidence in pupils and colleagues;
- Build team commitment with colleagues, engage and motivate pupils;
- Demonstrate analytical thinking, improve the quality of learning, contribute to the school development planning and achievement of the goals of the Highgate Hill House School development plan;
- Contribute to the development and / or implementation of school policies;
- To take part in Performance Management following the school's Performance Management system including self-assessment against the Teacher Standards;
- To take responsibility for their professional development and has pupils who make at least good progress and reach their potential;
- To lead by example supporting pupils to manage and learn from their behaviours in liaison with the Therapy Team;
- Promote the wider aspirations and values of the school.

## **Overall Duties and responsibilities**

### **School culture and behaviour**

- Create a culture where pupils experience a positive and enriching school life.
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life.
- Ensure a culture of staff professionalism.
- To promote Wellbeing and positive behaviours through sensitive approaches to each pupil with the understanding that any behaviour is a form of communication and follow the school's Positive Behaviour Support Policy including Trauma Informed approaches.
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school.
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

### **Promote a love of learning and achieve pupil progress and attainment through**

- Effectively organising resources and managing the classroom including deploying support staff
- Understanding and applying a range of teaching strategies
- Understanding strengths and supporting individual pupils' needs
- Communicating learning objectives
- Maintaining excellent behaviour and discipline
- Encourage pupils to take a responsible and conscientious attitude to their own work and study
- Effectively managing other adults in the classroom (eg Learning Support Assistants).

### **Teaching, curriculum, and assessment**

- Ensure that the curriculum intent is well structured and coherent following the Curriculum Policy including adaptive approaches to meet the needs of the pupils according to the FHHS Curriculum Pathways (Learning how to learn; Participating in Learning; Independent Learning); and meets statutory requirements as specified in the SEND Code of Practice.
- Play a key role in the implementation of the Science Learning Programme.
- Implement routes to learning programmes and qualifications specifically related to aspects of the Science Programme.
- Support the curriculum implementation following on from the curriculum intent with clear adaptive learning to suit the needs of the pupils as identified in their EHCPs and the FHHS Curriculum Pathways (Learning how to learn; Participating in Learning; Independent Learning).
- Support and sustain high-quality teaching across subjects and phases, based on evidence.
- Ensure the teaching of the Fountain Head House School Curriculum is effective and reflects the school's Curriculum Policy.
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum.

## **Monitoring, Assessment, Recording, Reporting**

- Keep accurate, up to date, records and evidence
- Use data to evaluate pupils' progress and set appropriate targets
- Use assessment to inform planning and teaching
- Report on progress by following the school's scheduled assessment events

## **Special Educational Needs**

It is expected that the postholder will

- Have a good working knowledge of each pupil's Education, Health and Care Plan and use this when planning learning.
- Prepare Individual Education Plans with pupils and their parents/carers, and colleagues within school and review them each term
- Exercise the relevant skills and judgements pertinent to the needs of the young people
- Be familiar with the SEND code of practice
- Work as part of a multi-disciplinary team, putting the pupil at the heart of what they do to ensure that the needs of all pupils in his/her care are assessed and that all teaching strategies are adapted to meet these needs
- Identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances
- Refer pupils to colleagues for specialist support, assessment and therapy
- Seek support and guidance to resolve difficulties experienced by pupils and act decisively when necessary
- Have ambitious expectations for all pupils with SEN and disabilities.

## **Safeguarding and Wellbeing Duties**

- Be a personal tutor to an assigned group of pupils;
- Promote the health, safety and well-being of individual pupils and of the assigned group in particular;
- Monitor pupil's attendance and encourage their full and punctual attendance at all lessons and their participation in the wider aspects of school life;
- Identify potential child abuse or neglect and follow safeguarding procedures
- Communicate, as appropriate, with parents/carers of pupils and external agencies concerned with the welfare of individual pupils, after consultation with appropriate staff;
- Prepare pupils for further education, training and work.
- Take responsibility for improving pupils' development of spiritual, moral, social and cultural knowledge and experience including demonstrating British values

### **Other Professional Requirements**

- Understand and meet Teachers' Standards for Teaching and Personal and professional conduct
- Operate at all times within the stated policies and practices of the school
- Maintain an up to date knowledge of good practice in teaching techniques
- Eliminate discrimination, harassment and bullying and promote equality, diversity and inclusion
- Undertake professional development to enhance teaching and learning, and share outcomes with colleagues
- Take responsibility for professional learning
- Maintain high standards in their own attendance and punctuality

### **Information**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is not subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document.

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

REQUIREMENTS	ESSENTIAL OR DESIRABLE
<b>Qualifications and training</b>	
<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> </ul>	Essential
<ul style="list-style-type: none"> <li>• SEND teaching experience</li> </ul>	Essential
<b>Experience</b>	
<ul style="list-style-type: none"> <li>• Experience working in a school environment or other educational setting</li> </ul>	Essential
<ul style="list-style-type: none"> <li>• Experience working with children / young people</li> </ul>	Essential
<ul style="list-style-type: none"> <li>• Experience planning and delivering learning activities</li> </ul>	Essential
<ul style="list-style-type: none"> <li>• Experience of planning and leading teaching and learning activities (under supervision)</li> </ul>	Essential
<b>Skills and knowledge</b>	
<ul style="list-style-type: none"> <li>• Understanding of high quality teaching and the ability to model this for others and support others to improve</li> </ul>	Essential
<ul style="list-style-type: none"> <li>• Effective communication and interpersonal skills</li> </ul>	Essential
<ul style="list-style-type: none"> <li>• Ability to communicate a vision and inspire others</li> </ul>	Essential
<ul style="list-style-type: none"> <li>• Ability to build effective working relationship</li> </ul>	Essential
<ul style="list-style-type: none"> <li>• Knowledge and experience of Trauma Informed Schools and PACE (playfulness, acceptance, curiosity, empathy)</li> </ul>	Desirable
<b>Personal qualities</b>	
<ul style="list-style-type: none"> <li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> </ul>	Essential
<ul style="list-style-type: none"> <li>• Ability to work under pressure and prioritise effectively</li> </ul>	Essential
<ul style="list-style-type: none"> <li>• A commitment to maintaining confidentiality at all times</li> </ul>	Essential
<ul style="list-style-type: none"> <li>• A commitment to safeguarding pupil's wellbeing and equality</li> </ul>	Essential
<ul style="list-style-type: none"> <li>• Resilient, positive, forward looking and enthusiastic about making a difference</li> </ul>	Essential
<ul style="list-style-type: none"> <li>• Capacity to inspire, motivate and challenge children and young people</li> </ul>	Essential