



## Robson House

JOB PROFILE

Robson House Teacher (Base)

<b>POSITION TITLE:</b>	<b>DIRECTORATE: Supporting People</b>
Robson House Base Teacher	<b>DIVISION: Education</b>
	<b>SECTION: Primary Learning Support Service</b>
	<b>PAY LEVEL: MPS / UPS + SEN</b>
<b>REPORTS TO:</b> Head of School (Teaching and Learning) and Head of School (Psychological well-being)	

## **JOB PURPOSE**

Robson House is the base of the Primary Learning Support Service (PLSS). The Service includes the Primary Pupil Referral Unit (PPRU) and the Behaviour Outreach Team.

Robson House PRU is a specialist therapeutic and educational placement for children who cannot attend mainstream school because of social, emotional and mental health needs, or who have been permanently excluded from school.

The primary task of Robson House PRU is 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. Sometimes a child stays with us for only a short period, whilst a permanent placement is being sought.

Robson House has a unique model of providing support to families with children with primary aged children with significant social, emotional and mental health difficulties through a multi-agency team which brings together a range of workers with different professional skills and expertise working in partnership with parents to achieve best outcomes for their children.

The base teacher's role is to be part of a team providing teaching and learning opportunities for a group of children who are educated full-time in Robson House, including direct teaching of this group.

## **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.

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 groups of primary-aged children with social, emotional and mental health difficulties ensuring that they achieve well in their social, emotional and academic development.
2. To collaborate effectively with the multi-disciplinary teams
3. To assess, plan for and monitor children's learning needs
4. To provide reports on children's attainment and progress in line with school policies
5. Establish and maintain positive relationships with colleagues, pupils, parents and carers.
6. Performance of 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

## **WORK ENVIRONMENT**

Some hazards may occur, as faced by all staff working in special needs schools and settings; manual handling, management of difficult behaviour and use of physical intervention, administering medicine.

Teachers may be required to carry out other duties as requested by management

## **QUALIFICATIONS**

Essential:

- Qualified teacher status

Desirable:

- Additional recognised SEN qualification
- Evidence of further study in Social, Emotional and Mental Health difficulties
- Team Teach trained

This post is subject to an enhanced DBS check

## **KNOWLEDGE**

- Knowledge and understanding of the Early Years Foundation Stage Curriculum, and the National Curriculum, including planning strategies, assessment procedures including 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
- Knowledge and understanding of theories of child development

- Knowledge of a range of approaches, which will facilitate access to the whole curriculum with an understanding of the school systems that best promote the achievement and inclusion of children with SEN, particularly those with social, emotional and mental health difficulties
- Knowledge of the SEN Code of Practice and the Equalities Act and other relevant legislation relating to children and Young People and their education
- Knowledge of a range of evidence based interventions and therapeutic approaches to meet the needs of children and young people experiencing social, emotional and mental health difficulties
- Knowledge and understanding of safeguarding and child protection procedures and of how to safeguard themselves and children.
- 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.

## **SKILLS**

- Effective analytical skills to monitor and assess pupil progress using a variety of data
- Ability to provide clear and accurate reports of children's attainment and progress
- Positive and solution focussed approach to creating an inclusive, enabling learning environment

## **EXPERIENCE**

- Substantial recent experience of teaching in early years and/or primary phases
- Substantial and successful experience of working with children with social, emotional and mental health difficulties.