Specialist Intervention Teacher

Job Description

JOB TITLE	**Specialist Intervention Teacher**
GRADE	**MPS/UPS**
SUPERVISED BY	**Assistant Head Teacher**
SUPERVISION EXERCISED	**Directly: Nil**
	Indirectly: Nil
CONTACTS	**Internal: Staff and students**
	External: External agencies, students, parents, schools and colleges.

Key objective of the role:

To fulfil the professional standards expected of all teachers and thereby create effective and stimulating opportunities for learning that enables the development and progression of all learners.

Key responsibilities

Please note that it is expected that teaching duties, as outlined in this section of the job description, will be undertaken in accordance with the Professional Standards for Teachers and Trainers in Education and Training – England as published by The Education & Training Foundation. The job description is subject to periodic review.

- To effectively plan and teach lessons that are stimulating, relevant and well-structured to a wide range of abilities, social, emotional and communication needs to ensure all students are able to participate and reach their full potential.

- Work with members of the Senior Leadership Team in the development, review and evaluation of the curriculum, including contribution to the self-assessment process.

- To ensure that all learning equipment is in good order and available for the delivery of lessons.

- To organise a person centred learning environment allowing students to take ownership of their learning and ambitions.

- Maintain a practical understanding of service standards and Quality Improvement initiatives relevant to the curriculum area and work to these standards, engaging in personal and professional development as appropriate.

- Liaise with members of the support and therapeutic team and, as appropriate, with parents/carers in the support of learners. Attend parents' evenings.

- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.

Teaching and learning

- Implement assessment procedures in accordance with Orchard Hill College & Academy Trust (OHC&AT) policies and the requirements of awarding bodies and prepare and participate in internal and external verification and moderation procedures including attendance at associated meetings.

- In accordance with OHC&AT policies and guidelines, maintain course and learner records; carry out tracking and monitoring of learner performance and provide information, data and statistical returns as required, using student record information systems as required.

- Contribute to the preparation of course materials.

- To ensure that individual behaviour strategies are incorporated into all planning for teaching and learning, are rigorously monitored and evaluated and appropriately changed when required.

- To participate in all aspects of assessment, ensuring any assessment reflects the learning needs of our students including SMSC, personal, social and emotional development.

- Work collaboratively with the school's therapy teams in setting up joint targets and implementing therapy programmes.

- To track the progress of students with Social, Emotional and Mental Health needs using the available data and monitor the impact of interventions, sharing this with the SENCo and other relevant professionals.

Leading and developing

- To contribute to the culture of continuous professional development for educational support staff, where learning and development activity is closely linked to individual, team and organisational priorities.

- Develop a holistic approach to meeting Social, Emotional and Mental Health needs, enabling learners to make good progress by working with other teachers, support staff, families and external agencies.

- Support the reflective and restorative culture taking into account the personal, social and emotional needs of students.

- Promote equality of opportunity and diversity in all aspects of the job and challenge inequality and discrimination and/or report concerns as appropriate.

- Work as a member of the team, planning cooperatively, sharing information, ideas and expertise.

- Establish good relationships with families to promote students' learning and development.

- Contribute to the development and implementation of Individual Education/Behaviour Plans, Risk Assessments, Personal Care and Therapy Care programmes for students.

- Establish therapeutic relationships with students and interact with them according to individual needs.

- To provide support in the delivery of specialist interventions, taking a lead where appropriate.

Additional duties

- To develop and enhance expertise in supporting students with complex social, emotional and mental health needs by attending training and working alongside relevant internal and external professionals such as psychologists and therapists.

- Provide outreach to those students unable to access the curriculum within school.

- Cover classes for absent colleagues in accordance with OHC&AT guidelines, which may be reviewed from time to time.

- Carry out administrative tasks related to courses and attend meetings as required by Senior Leadership Team.

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

- Support the Senior Leadership Team in all health and safety matters and take reasonable care for the health and safety of yourself and other persons who may be affected by your acts or omissions at work.

- Support the marketing of courses both inside and outside the OHC&AT including attendance at open events. This will involve flexible working (i.e. occasional evenings).

- Undertake all duties and responsibilities in accordance with OHC&AT policies and relevant legislation, inclusive of Equal Opportunities, Health & Safety, Data Protection, Child and Vulnerable Adult Protection, Financial regulations and Quality frameworks. To report any concerns to the appropriate person.

- Lead extra-curricular activities (lunchtimes, before and after school as appropriate).

- If required, act as a personal tutor for groups of learners.

- Undertake any other duties consistent with the objectives and level of responsibility of the post as may be required by the Senior Leadership Team and/or OHC&AT.

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Person Specification

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Data and Barring Service (DBS) as part Orchard Hill College & Academy Trust's pre-employment checks

This person specification will be used for recruitment to the PSHE/Religious Teacher role. It will form the basis of the application form, and candidates will also be assessed against aspects of this person specification at interview.

QUALIFICATIONS (list)	**ESSENTIAL**	**DESIRABLE**	**TESTING METHOD**
Hold a relevant degree or equivalent qualification	✓		Checked certificates
Hold a recognised full teaching qualification such as QTS or be willing to undergo teacher training in line with current regulations	✓		Checked certificates
Post graduate SEN qualification		✓	Checked certificates
STATUTORY or ROLE SPECIFIC REQUIREMENTS	**ESSENTIAL**	**DESIRABLE**	**TESTING METHOD**
A clear understanding of the features of high quality teaching and learning at KS3 and 4.	✓		Application/Interview
Commitment to the safeguarding of all learners	✓		Application/Interview
Demonstrable effectiveness in promoting equality and diversity through teaching, managing the learning environment and challenging discriminatory behaviour and attitudes	✓		Application/Interview
Access to transport to access satellite centres.		✓	Checked licence
KNOWLEDGE AND EXPERIENCE	**ESSENTIAL**	**DESIRABLE**	**TESTING METHOD**
Knowledge and experience of the national curriculum in own specialist area.	✓		Application/Interview

Experience of working with students with social, emotional and mental health needs.	✓		Application/Interview
Effective teaching and learner progress in KS3 and KS4 English.	✓		Application/Interview
Effective in using a broad range of assessment measures as a driver for improving learners' performance	✓		Application/Interview
Interest in working with vulnerable students.	✓		Application/Interview
Understanding of alternative and therapeutic interventions for student progression.		✓	Application/Interview
Experience of working with students with challenging behaviours.	✓		Application/Interview
Proven good standard of teaching skills and abilities or demonstrable potential to attain the highest standards of teaching	✓		Application/Interview
Innovative and competent in utilising all available resources to provide a stimulating learning environment including IT.	✓		Application/Interview
Understanding of alternative and therapeutic interventions for student progression.	✓		Application/Interview
COMPETENCES	**ESSENTIAL**	**DESIRABLE**	**TESTING METHOD**
Remains motivated, even when under pressure, to ensure that a high standard service to the customer is maintained	✓		Application/Interview
Excellent communication and facilitation skills with all stakeholders.	✓		Application/Interview
Excellent team-working skills with a record of working co-operatively to achieve individual and team goals	✓		Application/Interview
Excellent interpersonal skills	✓		Application/Interview

and the ability to communicate effectively, both verbally and in writing, with all stakeholders			
Committed to reflecting on own performance, seeking and accepting constructive feedback and learning from own experiences	✓		Application/Interview
A high level of tolerance and an entirely non-judgemental attitude to children whose behaviour may be challenging	✓		Application/Interview
Adopt a reflective and restorative approach.	✓		Application/Interview

As part of Orchard Hill College& Academy Trust's pre appointment checks, current and past employers will be contacted for short listed candidates

Any discrepancies or anomalies, and/or issues from references will be discussed at interview with shortlisted candidates.