



**Position**

Class Teacher (SEND)

**Grade**

Brantwood Qualified Teacher Scale

**Field of Practice**

Therapeutic Education (Field 4)

**Responsible to**

Deputy Headteacher

**Post Reference No.**

BGSI0025

**Location**

Brantwood Garden School

---

## Job Purpose

Special educational needs teachers at Brantwood Garden School educate children aged 7-19 who have significant levels of special education, health, and care needs which are associated with Autism, SEMH, particularly high-anxiety, and can present challenging behaviours and lack of engagement. The successful candidate will be expected to develop and implement an individualised, creative, and engaging curriculum based in practical, experiential activities as part of our larger therapeutic educational community.

The post holder will be expected to embrace, articulate and work with the School's and Ruskin Mill Trust's objectives, vision, values, purpose and method, ensuring that Ruskin Mill Trust's paradigm of biodynamic agriculture, Anthroposophical medicine and practical skills education, which is informed by Steiner Education, is maintained, implemented and integrated within the provision of the School.

The post holder is to contribute to the whole life of the School, always remembering that our core purpose is to improve the education and lives of the children and young people at the School.

You will be required to carry out your duties at all premises, some of which are located a distance from the main site and at such other places as may reasonably be required.

Evening and weekend working may be required.

## Corporate Contribution

The post holder will be expected to contribute as required and uphold underpinning values and the philosophy of the School and Ruskin Mill Trust at all times.

## Main Duties and Responsibilities

1. To contribute to the whole life of the School, always remembering that our core purpose is to improve the education and lives of the children and young people at the School.



2. To design and lead the teaching and learning of the pupils, based on the insights of Rudolf Steiner and Practical Skills Therapeutic Education (PSTE) curriculum as developed by Ruskin Mill Trust (full training provided).
3. To coordinate, lead and deliver flexible, person centered programs of study for designated individuals and groups of young people with presentations typically consistent with Autistic Spectrum Conditions (ASC) and SEMH.
4. To support our pupils to achieve their true potential in areas such as independent living, emotional resilience and regulation, focus and executive functioning, interpersonal skills, and healthy living.
5. To take responsibility for the holistic assessment of the student's needs, progress monitoring, recording, evaluation and reporting as well as contributing generally to meeting the aims of the wider Ruskin Mill Trust, as a whole.
6. To apply specialised teaching approaches for students with a diagnosis of ASC and other conditions, systematic planning, and evidencing
7. To Lead, guide, coach, collaborate with and deploy Teaching Assistants.
8. To teach a range of subjects including Mathematics, Science, English and ICT, embedded in a thematic seasonal curriculum. Subjects will be taught through the curriculum drawn from the insights of Rudolf Steiner and PSTE, which utilises practical craft skills, seasonal outdoor activities and movement, with an understanding of developmentally appropriate subjects and activities.
9. To support the reduction of challenging behaviour through a holistic perspective on human development. To attend EHCP reviews and ensure each student has an up to date and relevant Individual Education Plan that is relevant and fits with the EHCP.
10. To carry out your duties at all premises, some of which are located a distance from the main site and at such other places as may reasonably be required.
11. To actively lead and support the pastoral care and holistic development of each child in the class group.
12. To liaise with parents / careers regarding pupil development and occurrences when required
13. To prepare and deliver parent evenings when required during the academic year.
14. To complete termly reviews and collate information for the annual review report, gaining information from all relevant staff.
15. Coordinate pupil targets for relevant teachers. Ensuring all targets are aligned to the EHCP document.

16. To have a full insight of a pupils' education trajectory for all subjects.
17. To be accountable for collating data and reporting to Senior Leaders on pupil progression as required.
18. To uphold high professional expectations in relation to the teaching standards and collaborate effectively with colleagues
19. To synthesise the curriculum, offer to design bespoke programs of study with student aspiration and potential at the centre, preparing them for lifelong learning and their pathway to further education or employment.

## Teaching Responsibilities

1. To demonstrate a thorough knowledge and understanding of: the needs of the pupils; relevant curriculum areas; specialised teaching approaches, including an understanding of the PSTE model and Rudolf Steiner's model of human development (or be willing to learn), and procedures for assessment, planning, recording, monitoring, evaluation and reporting.
2. To demonstrate consistent and effective planning of lessons, courses and individual programmes with clear objectives to meet the needs and raise the attainment of all students through Practical Skills Therapeutic Education.
3. Ensure that all plans continue to build on previous achievements and set challenging and aspiring targets.
4. To work closely with the residential team to ensure consistency of positive behaviour strategies and consistent planning across the young person's team.
5. To liaise with school's therapy team to embed recommendations.
6. To work closely with the colleagues in other curriculum specialisms (craft, land, subject specialists) to create meaningful learning activities for our pupils.
7. To engage pupils in learning programme based in land and craft activities, such as gardening, textiles, green -woodwork, and animal care.
8. To support pupils to engage in weekly assemblies and/or termly festivals in order to participate in the celebration of our community.
9. To demonstrate and deliver consistent, creative and effective use of a range of appropriate strategies for teaching and behaviour support, including visual learning styles, and PSTE principles. Ensure coverage of all curriculum requirements and that ILP targets are systematically addressed and met, derived from the EHCP (where applicable).



10. To support behaviour that challenges, by offering clear guidelines and boundaries to each student, but without creating an 'institutionalised' environment - follow any agreed risk assessments, behaviour support plans and the behaviour support policy.
11. To assist each student in discovering their potential and individual talents and developing these to assist them with preparation for adult life.
12. To undertake lunchtime supervision and eat with the students, using this time to support social and functional skills.
13. Track, assess, monitor and report on student progress, writing professional reports and attending meetings with parents/ carers and other professionals to discuss individual students.

## Professional Standards

1. To comply and adhere to the Professional Standards for Teachers at the appropriate level (and maintain professional memberships where relevant.
2. To maintain expectations for responsible and safe behaviour among the students as befits a member of the teaching profession and safeguard the health and safety of the pupils engaged in authorised school activities both on and off school premises.
3. To ensure continuing personal and professional learning and development relevant to the role and maintain the requisite knowledge, experience and resources to deliver excellent education.

## Safeguarding

1. To share the School's commitment for promoting and safeguarding the welfare of children and young adults.
2. To be responsible for promoting and safeguarding the welfare of students, children and vulnerable adults that you come into contact with.
3. To follow and promote Keeping Children Safe in Education and Working Together to Safeguard Children, in addition to the RMT Young People and Adults at Risk Safeguarding Policy.

## General

1. To share the School's commitment for promoting and safeguarding the welfare of children and young adults.
2. To be responsible for promoting and safeguarding the welfare of students, children and vulnerable adults that you come into contact with.



3. To carry out the above duties in accordance with the School's Health and Safety Policy.
4. To actively support and promote equality and diversity throughout the School.
5. To work co-operatively with other staff within the School and any of its associated organisations.
6. To work with the pupils as and when required.
7. To comply with all the policies and procedures of the school.
8. To maintain exemplary standards of professionalism, honesty and respect at all times, and not abuse the privilege of access to confidential information.
9. To be responsible for the care of your working area and development for your working area.
10. To attend meetings and supervision as required.
11. To undertake training and development as required by the School and the Hiram Institute. To be committed to professional self-development, including continuing professional development through participation in-service training as necessary for the successful carrying out of the role.
12. To attend mandatory and statutory trainings provided by the School and the Hiram Institute as required.
13. To act in a positive and supportive manner at all times projecting a positive image of the School and their associated organisations.
14. To undertake any other duties appropriate to this level of post which will evolve as the job progresses until the job description is reviewed.
15. May, from time to time be required to work additional hours as shall be necessary to discharge properly your duties and responsibilities outlined in this job description.

## **Staff Management and Supervision**

The Class Teacher has no direct staff line manager responsibility, however, may be required to manage and supervise Teaching Assistants and other designated staff including providing support and guidance as appropriate.



## **Liaison**

To liaise and co-operate with all staff employed within the School, Ruskin Mill Trust, parents, students, carers, support workers, professional bodies, external consultants, and any outside bodies as and when required.

To liaise with the carers and support workers of each student on his or her progress, both educationally and socially.

## **Job Revision**

This job description should be regarded as a guide to the duties required and is not definitive or restrictive in any way. The duties of the post may be varied from time to time in response to changing circumstances. This job description does not form part of the contract of employment.

Where the post holder is disabled or becomes disabled every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable job redesign will be given full consideration.

## **Person Specification**

### **Position: Class Teacher (SEND)**

The following are the criteria that will be used for Shortlisting:

#### **Experience:**

- Full teaching qualification and Qualified Teacher Status or PGCE
- Experience of working with children with Special Educational Needs, Autism and complex behavioural or mental health difficulties.
- High level of personal resilience and emotional intelligence with the ability to adapt and show initiative.
- Demonstrate patience, empathy and understanding in difficult situations whilst being self-motivated and committed to deliver a high standard of work.
- Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths.
- Desirable to have specialist skills/training in the curriculum or learning specialism.
- Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies.

#### **Knowledge and Skills:**

- Knowledge of Rudolf Steiner Holistic Education with particular reference to the works and insights of John Ruskin and William Morris.
- Good understanding of child development and learning processes.

- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
- Good understanding of child development and learning processes.
- Understanding of statutory frameworks relating to SEN teaching and learning.
- Can use ICT effectively to support learning, for example; Management Information Systems and Microsoft programmes, Word, Power Point, Excel and Publisher.
- Knowledge of Rudolf Steiner Holistic Education with particular reference to the works and insights of John Ruskin and William Morris.

## Training and Development Requirements

Once appointed, the post-holder must complete the following trainings and qualifications within the timescales set

Training or Qualification	Name	Timescales for completion	Length of programme
Qualifications / Training	Introduction to Ruskin Mill Trust	Within first 2 weeks of employment	2-week programme
	Safety Intervention Training	At first available opportunity	2 days
	PREVENT training	Within 1 week of commencing role	Online – about 1 hour
	Safeguarding – Internal Policies and Procedures	Within 1 week of commencing role	2 hours
	Equality and Diversity	Within 1 week of commencing role	2 hours
	Health and Safety Training	Within 1 week of commencing role	2 hours
	Safer Recruitment Training	Within 4 weeks of commencing role	3 hours