



Sheffield City Council Job Description

Teacher

Portfolio: People Services

Service Area: Provider Services, Childrens's Residential, Aldine House Secure Children's Home

Grade: Main Scale + SEN Allowance + Secure Unit Allowance
In line with Teacher's Pay and Conditions

Hours of Duty: Full time - In line with Teacher's Pay and Conditions

Responsible To: Head of Learning

Responsible For: All Education Staff

Holidays and Sickness Relief: N/A

Job Purpose

1. To Plan, implement and deliver an appropriate differentiated curriculum for all young people and to support a designated curriculum area as appropriate.
2. To contribute to raising standards of student achievement.
3. To support the development and delivery of systems which will contribute to the effectiveness of overall delivery at Aldine House.
4. To monitor and assess young peoples progress to improve their quality of learning and personal growth.
5. To contribute to the provision of services for young people being educated at Aldine House.
6. To undertake the professional duties and responsibilities of a teacher, as set out in the current School Teachers' Pay and Conditions document.

The postholder must at all times carry out his/her responsibilities within the spirit of the City Council's Policies and Procedures, in particular the

Council Policies on Equal Opportunities and Health and Safety and also, within the framework of the Education Act 1996.

CONTEXT FOR THE POST

SERVICE CULTURE AND BEHAVIOURS

Children, Young People and Families

We expect everyone who works within the service to reflect the values and behaviours of the CYPF Portfolio. We want our staff to:

Value diversity and treat people with respect –operating in a way that takes account of diverse needs and aspirations of Sheffield’s children, young people and families and actively challenging discrimination and prejudice.

Have pride in themselves, our services, CYPF and Sheffield – actively promoting the contribution of the service to supporting successful children, young people and families throughout the city.

Listen and learn so we can improve – reviewing and improving our approach, ensuring that we learn as much from our failures as we do from success, creating opportunities and seeking creative solutions to problems, even when this involves challenging traditional ways of working.

Be professional and business like

Be forward thinking with ‘can do’ approach – adopting innovative ways to solve problems and bringing together ideas, people and resources to instigate change

Be ambitious to improve, with high expectations of ourselves and partners – responding to problems with clear outcomes in mind; evaluating the effectiveness of our activity.

Value, support and develop staff and partners

Demonstrate effective, responsible leadership – particularly in the context of partnership working, building and maintaining constructive relationships with a diverse range of interest groups, removing barriers and communicating effectively.

Duties and Responsibilities

Specific Duties and Responsibilities

1. To manage and take responsibility for a caseload of young people assigned to this post, which will be flexible and fluid.
2. To teach a range of subjects as agreed with the lead teacher in order to provide a broad, balanced and varied curriculum within a small setting.
3. To teach individuals and groups of young people and to ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs.
4. To deliver each young person's entitlement to a broad and balanced curriculum and to ensure that the principles in the ECM agenda are implemented in the classroom.
5. To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies within Aldine House and contribute to the Aldine House's development plan and its implementation.
6. To plan and prepare courses and lessons and contribute to Aldine House's planning activities and strategic objectives.
7. To take part in Aldine House staff development programme by participating in arrangements for further training and professional development and continue personal development including subject knowledge, behaviour management and teaching methods.
8. To contribute to the process of monitoring and evaluation and review of the curriculum area in line with agreed procedures and implement modification and improvement where required.
9. Role model the ethos and core values of Aldine House while working with young people.
10. To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions at Aldine House.
11. To maintain an accurate register for each lesson
12. To take part in Aldine House community and liaison activities such as 'Celebration of Achievement' Events
13. To assist the Head of Learning to identify resource needs and to contribute to the efficient and effective use of physical resources.
14. To alert the appropriate staff to problems experienced by young people and liaise with nominated staff to determine how these may be resolved.
15. To liaise closely with other centre staff and colleagues, be respectful and support them in their roles.
16. To meet with identified Education Staff, Social Care staff and any other professionals involved with the relevant young people to pass on details with regards young people's progress and general information as required.
17. To ensure the effective and efficient use of any staff (teaching or non-teaching) that are supporting young people in their lessons.
18. To teach young people according to their educational needs, ensuring all work is appropriately differentiated.

19. To implement and follow Aldine House policies and procedures as approved by the Leadership Team.
20. Provide a well-managed, stimulating and effective learning environment where resources can be accessed appropriately by all young people.
21. To maintain good order and discipline in accordance with Aldine House procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and when appropriate, homework.
22. To set and mark appropriate work, both in class and for homework, for young people to assess progress and inform future learning.
23. To assess, record and report on the attendance, progress, development and attainment of young people and to keep such records as required.
24. To participate and engage with the Performance Management Process.
25. To maintain appropriate records and provide accurate information on young peoples progress and other relevant matters as required by Aldine House.
26. To work with officers of relevant outside agencies or bodies.
27. To provide, or contribute to, oral and written assessments, reports and references relating to individual young people or groups of young people.
28. To ensure that all written reports are completed and circulated in advance of meetings and that deadlines set by the Head of Learning are adhered to.
29. To be responsible for the condition of the teaching space used and report any damage to fixtures or fittings to Leadership.
30. Attend Education Team Meetings, Aldine House Meetings and any other meetings as reasonably directed by the Head of Learning.
31. Consult with other teachers over individual young people and co-operate with agreed courses of action.
32. Engage with parents/carers by providing them with regular feedback whilst also involving them, where appropriate, in the setting of targets for their child.
33. Attend appropriate reviews, well prepared to discuss the work and progress of young people, write appropriate reports and references and ensure that any follow-up work is carried out.
34. To ensure that young people records are collected from, and passed to, appropriate staff to ensure continuity in both delivery and support.
35. To facilitate smooth transitions for young people both into and out of Aldine House.
36. Assist, as required, in the setting, marking and grading of any examinations or assessment procedures.
37. Ensure the appropriate care of text and exercise books and expect a high standard of presentation in written work at all times.
38. To carry out a share of supervisory duties in accordance with published rosters.
39. To play a full part in the life of Aldine House community, to support its distinctive mission and ethos and to encourage staff and young people to follow this example.
40. To comply with Aldine House Health and Safety Policy and undertake risk assessments as appropriate.
41. To carry out duties with full regard to the City Council's Equal Opportunities Policy and Community Strategy. All employees are required to comply with and promote the policy and this includes the acceptance of personal responsibility for its practical implementation.

42. To undertake any other duties which are commensurate with the level of this post.

To undertake any other duties and responsibilities which do not change the character and purpose of the post as may be determined after negotiations between management, the post holder and the appropriate trade union.

This Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates will be required to complete an enhanced Disclosure and Barred Service Check and a Disqualification from Childcare Declaration.

Person Specification

Teacher

Aldine House Secure Children's Home

Job title	Grade	Directorate	Location
Teacher	Teacher's main professional scale + SEN Allowance	CYPF	Aldine House Secure Children's Home

Note to applicants

Whilst all criteria below are important, those under the **Essential** heading are the key requirements. You should pay particular attention to these areas and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview.

Essential criteria	Necessary requirements – skills, knowledge, experience etc.	* M.O.A.
1.	Qualified teacher status	C, A
2.	Experience of teaching in a mainstream setting	A, I
3.	Experience of liaison with LA Support Services and other partners	A, I
4.	Experience of working with and supporting parents/carers	A, I
5.	Experience in developing and maintaining accurate young people records and information to determine future practice	A, I
6.	Competence in relation to the requirement for meeting the needs of young people across the age and ability range	A, I
7.	To be ICT literate and committed to using the e asset system in line with the YJB policy	A, I
8.	To be an excellent classroom practitioner	A, I
9.	To have excellent communication and interpersonal skills	A, I
10.	To be committed to raising standards of young peoples attainment	A, I
11.	To be able to use data and other information to support future planning and to identify improvement targets for young people	A, I
12.	To have experience of working with low ability young people and those with specific learning difficulties	A, I
13.	To have experience of working with young people who display challenging behaviour	A, I
14.	To demonstrate a range of effective teaching and learning styles	A, I, E
15.	To demonstrate experience of providing cross-curricular opportunities to support young people's development	A, I
16.	Ability to build and maintain strong working partnerships with young people and supporting agencies	A, I
17.	Ability to work either as part of a team or independently, organising both caseload and timetable	A, I
18.	Ability to work effectively with colleagues within a team environment, understanding school roles and responsibilities	A, I

Essential criteria	Necessary requirements – skills, knowledge, experience etc.	* M.O.A.
19.	Experience of managing and supervising staff, including immediate line management, appraisal and the identification of training needs	A, I
20.	To demonstrate effective management of resources (including support staff) to ensure that teaching and learning is fully supported	A, I
21.	Ability to work well under pressure and to meet deadlines through organisation and prioritisation	A, I
22.	A commitment to promoting a positive ethos and role model positive attributes	A, I
23.	An appreciation of safeguarding issues and an ability to contribute towards a protective environment	A, I
24.	To be aware of and comply with policies and procedures relating to security, confidentiality and data protection within a secure setting	A, I
25.	Knowledge of Local and national policies/initiaives including: <ul style="list-style-type: none"> • Every Child Matters • Child Protection & Safeguarding children • The Inclusion Agenda • Equal opportunities • Health and Safety • Customer Care and understanding the role and relevance of each	A, I
26.	To have undertaken or be willing to undertake training in the safe and positive handling/physical intervention of young people	
27.	To be able to self-evaluate learning needs and actively undertake continued professional development	A, I
28.	To be willing to work flexibly as the role demands	A, I

Desirable criteria	Necessary requirements – skills, knowledge, experience etc.	* M.O.A.
1.	Hold SEN qualifications	A, I
2.	Experience of working with lower ability young people and those with specific learning difficulties	A, I, E
3.	Experience in managing a caseload of young people within an out of school or equivalent setting	A, I
4.	Experience in developing programmes of work which offer challenge and opportunities for all young people to achieve their full potential	A, I
5.	Experience of evaluating the impact of educational programmes of work	A, I
6.	Experience of planning, implementation and evaluation of improvement strategies as appropriate	A, I
7.	Experience of supporting and developing transition arrangements to ensure continuity for young people	A, I
8.	Experience of managing and supervising staff, and providing support for teachers in the school	A, I
9.	Hold a qualification in Health and Safety or First Aid	A, I

Method of assessment (* M.O.A.)

A = Application form, **C** = Certificate, **E** = Exercise, **I** = Interview, **P** = Presentation, **T** = Test, **AC** = Assessment centre

Health Risks Specification – Teacher

Duties/Risks involved

ICT/Computer user	<input checked="" type="checkbox"/>
Moving and handling of clients	<input checked="" type="checkbox"/>
Regular manual handling objects/ furniture/equipment	<input type="checkbox"/>
Working at heights	<input type="checkbox"/>
Noise/Vibration exposure	<input type="checkbox"/>
Confined Spaces	<input type="checkbox"/>
LGV/PCV driving	<input type="checkbox"/>
Minibus driving	<input type="checkbox"/>
Fork Lift Truck driving	<input type="checkbox"/>
School Crossing Warden Work	<input type="checkbox"/>
Night Work	<input type="checkbox"/>
Substances covered by COSHH	<input type="checkbox"/>
Respiratory and Skin Sensitisers	<input type="checkbox"/>

