



JOB DESCRIPTION

Job Title:	Teacher
Directorate:	Education / School
Reports to:	Head of School
Direct Reports:	Class team
Location:	Lingfield, Surrey
Salary:	MPR up to UPR plus SEN Allowance
Hours of Work:	1265 hours per year
All Year:	Term-time only

About Us

Young Epilepsy is a leading national charity working to improve the lives of children and young people with epilepsy and related conditions. We are at the forefront of advocating with young people for positive change in attitudes across society and towards greater understanding of the condition. We campaign for improved specialist support for children, young people and their families in national health, education, and social care systems. We fund pioneering research, learning, health, and information services to support children and young people across the UK, and through directly provided services at our special educational and health service campus in Lingfield, Surrey.

Job Purpose

To be responsible for the teaching and learning and pastoral care of a class group whilst undertaking the professional duties of a schoolteacher, as defined in the School Teachers' Pay and Conditions.

- To undertake assessments of potential and existing students, as required
- To teach within the special educational needs programme areas of the school, incorporating aspects of the wider school curriculum framework
- To act as a class [or specialist teacher] in the provision of pastoral care to students
- To undertake continuing professional learning and development

Key Tasks and Responsibilities

Overall Responsibilities

Carry out the professional duties of a schoolteacher, including:

- Inspire trust and confidence in students and colleagues.
- Being an effective professional member of the school team, providing challenge and support to students and colleagues to inspire all to do their best.
- Enabling learners to take responsibility for their learning: supporting learners to set realistic and meaningful targets to work towards their goals and aspirations.
- Ensuring learning is accessible: putting in place risk assessments, resources and interventions where necessary.
- Produce session plans: to reflect personalised learning: differentiation, EHC targets, subject specific targets/tasks and the embedding of basic/functional skills.

- Planning for teaching, learning and assessment for each learner journey: Learning for Life, Skills for Life and Specialist Skills in a specific subject/vocational area for learners to progress and achieve their full potential.
- Baseline assessment: provide a baseline line assessment for each learner. Use the results of the baseline to plan for teaching, learning and assessment.
- Assessment: using the information gathered from the initial baseline assessment, set targets/criteria for the subject area. Monitor and record progress, encourage learner feedback through evaluation – what went well, even better if. At the end of a piece of learning, encourage learners to reflect on progress and evaluate what has been achieved.
- Share progress: keep class teacher informed of progress, provide written reports (annual review, first term review, end of year and transdisciplinary updates). Attend meetings when required.
- Using a yearly forecast: putting together an outline of the areas of learning across the academic year. Planning programme units (if applicable) with the associated Curriculum Lead against areas of learning. Providing relevant evidence ensuring programmes and courses run effectively and timely with documents that support this.
- Putting together termly schemes of work (SoW): using the information from the yearly forecast to assist in putting together a SoW for each half term (or term if applicable).
- Produce session plans: to reflect personalised learning: differentiation, work towards EHC targets, work towards subject specific targets and the embedding of functional skills.
- Supporting learners to take responsibility for their behaviour: setting high expectations and providing clear boundaries. Assisting learners in putting together and using strategies to access learning, reach their full potential and to maintain positive relationships.
- Research: visiting other establishments, attending agreed training. Keeping up to date with new initiatives, current educational thinking, and government policy within the special educational needs sector. Sharing good practice and providing feedback to relevant staff and implementing new ideas / initiatives.
- Resources: creating resources to enable learners to access learning. Investigate new resources and review current resources. Liaise with other professionals, partake in peer reviews and sharing of good practice. Attending conferences, workshops, and specialist training.
- Liaise with the Curriculum Leads to manage the budget for learners' personal and social development.

Other Responsibilities

- Maintain good communication links with the students' families, internal and external professionals.
- To attend Parents Days and report to parents on learner progress and to actively promote the work of St Piers and Young Epilepsy.
- Provide all documentation and reports as determined by the Principal, in accordance with agreed procedures and timescales.
- Ensure all record-keeping and assessment of children in the designated class group is maintained in line with School policy.
- Managing incidents: writing incident reports, contacting all necessary stakeholders, carrying out debriefs for staff and students, reviewing support strategies.
- Resources: creating resources to enable learners to access learning. Investigate new resources and review current resources.

- Liaise with other professionals, to ensure a transdisciplinary approach to learning, partake in peer reviews and sharing of good practice.
- Attending conferences, workshops, and specialist training events.
- Development plan: putting forward a development plan for the subject area, to include: the areas of learning – what went well, even better if and progress to date. Recommendations for the next academic year – intention (what/why), implementation (how/when) and the impact (outcomes).
- Supporting learners to take responsibility for their behaviour: setting high expectations and providing clear boundaries. Assisting learners in putting together and using strategies to access learning, reach their full potential and to maintain positive relationships.
- Where necessary putting in place staff risk assessments, identifying expectations for the role.
- Be responsible for sourcing suitable resources within budget for learners' personal and social development.

Managerial and Supervisory

- Build team commitment with colleagues and in the classroom, engage and motivate students.
- Provide facilitators (SSWs/LSAs) with the necessary information (session plan, baseline assessments and formative records) to carry out assessment, to facilitate learning and to monitor progress.
- Monitor and record the progress of EHC targets.
- To support the class team in providing pastoral care to students in line with Young Epilepsy procedures and policies
- Maintaining good communication with all stakeholders to ensure the safety and wellbeing of the learners: sharing and keeping up to date, accurate records of learner information e.g. student support plans (strategies, medication). (Stakeholders to include learners, parents, residential team, therapy, medical, local authorities, social workers, previous placements and future placements).
- Maintaining staff relationships: providing an all-inclusive working environment, recognising staff achievements, assisting in resolving staff conflict.
- Organising staff: deploying staff effectively to encourage the independence of learners, to implement health and safety of students and for them, to further develop the area of learning.
- Sharing information and training: sharing new initiatives, ideas, and developments for a subject area. Holding regular team meetings with staff to share ideas and to communicate new information.

Health and Safety

Ensure all duties are carried out in accordance with Health and Safety regulations as given by the Young Epilepsy Health and Safety Policy and Procedures.

This Job Description is not exhaustive, and the post holder may be required to undertake other reasonable and appropriate tasks.

Young Epilepsy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



General

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PERSON SPECIFICATION

Job Title: Teacher

Directorate: School

Key for how criteria will be assessed:

I = Interview, A = Application Form, T = Test or Assessment

Key Criteria	Essential	Desirable
Education	(A)	(A/T)
Professional Qualifications	(A)	(A)
Experience Required	(A, I)	(A, I)
Skills and Knowledge	(A, I)	(A, I)
Personal Qualities	(A and I)	

Values and Behaviours

All employees are expected to demonstrate the values of the organisation.

Value: **Young people at the centre of everything we do**

- Our work is driven by the experience and voices of young people.
- We support young people to be advocates for change.

Value: **We work together to make a greater difference**

- We believe a culture of partnership and collaboration is the best way to achieve positive lasting change for young people with epilepsy.



Value: **We are ambitious and courageous for change**

- We promote and uphold their rights of young children and young people with epilepsy.
- We campaign for their voices and best interests to be respected.

Name of post holder:

Signature:

Date: