

# JOB DESCRIPTION

## Creative Arts Teacher

<b>Reporting to</b>	Cross Company Creative Arts Lead
<b>Responsible for</b>	Therapeutic Education Practitioners (TEPs)
<b>Location</b>	TCES Create in the Community (IG11)
<b>Contract and hours</b>	Permanent, Term time only

### Overview

TCES staff work to a therapeutic approach to education provision, promoting good pastoral care and therapeutically informed behaviour management strategies, our focus is on high quality education and nurture.

### Our Principles of Therapeutic Education are:

- We understand neurodiversity.
- We understand attachment.
- We use relationships for recovery.
- We are consistent and predictable (Expectations, Rewards & Consequences).
- We view behaviour as communication (Emotional, sensory & physical needs).
- We have unconditional positive regard for pupils.
- We co-regulate & role-model.
- We demonstrate inclusive, strengths-based practice.
- We develop emotional literacy.
- We develop leadership & life skills.

Our expectation is that the role-holder shares our commitment to our Principles of Therapeutic Education and plays an active part in ensuring they are embedded in everything we do within TCES.

### Job Purpose

Art Teachers at TCES monitor and quality assure the delivery and management of a high-quality learning programme supporting pupils to follow and develop their creativity.

It is imperative therefore for the teacher to champion and promote the interests and well-being of their pupils, providing an environment that feels safe, secure and child focused. The teacher holds overall responsibility for establishing and maintaining the quality and standards of educational and pastoral provision for all pupils in their class.

You will look at our pupils holistically and carry out specific direct educational work supporting our pupils in achieving their Education, Health and Care Plan (EHCP) targets and personal aspirations.

## **Main duties and responsibilities**

### **Teaching & learning**

Planning, preparation, and delivery of all aspects of Art teaching and learning using the support and guidance of the Cross Company Creative Arts Lead, Senior Leadership (SLT) and multi-disciplinary colleagues across the TCES schools and services.

Link the delivery of the Art curriculum and link to other aspects of the TCES five-part curriculum (Academic/Vocational, SEMH & ASC, Enrichment, Engagement, Therapeutic), and ensure this is delivered in a nurturing way and according to the TCES Principles of Therapeutic Education.

Deliver a range of lessons and thematic projects that are pupil-focused, allowing them to show their creativity and skill, according to an agreed timetable, and with defined outcomes that link with their Education, Health and Care Plan and accreditations if required.

Devise schemes of work, lessons plans and curriculum projects that are differentiated to meet the needs of the pupils, utilizing a full range of appropriate community facilities.

Provide planning and resources for cover staff, providing them with appropriate feedback to ensure consistency in class.

Ensure Maths and English skills are functional and incorporated into all teaching, and the LIFE curriculum is linked to learning opportunities.

Differentiate the curriculum to meet the needs of neurodiverse pupils with Autistic Spectrum Condition (ASC) and/or Social, Emotional and Mental Health needs (SEMH) with a particular emphasis on nurture approaches and primary teaching styles.

Teach in person and also virtually, ensuring learning is differentiated appropriately.

Provide opportunities for pupils to experience/understand learning in a range of contexts, and at a range of levels.

Responsible for support staff in the class, supporting them with differentiating the curriculum to meet the needs of our neurodiverse pupils and devising Individual Education and Behaviour Plans to reflect their development needs.

Facilitate Project-Based Learning.

### **Data & reporting**

Monitor attendance regularly – raising concerns with therapeutic and social work teams where necessary and liaising with parents.

Complete risk assessments for external outings and ensure that these are monitored and updated where necessary.

Accurately enter progress data into the school MIS, monitoring progress and escalating concerns when required.

Support the Cross Company Lead and Co-Heads to ensure that the budget allocation for Art is spent in line with priorities and resources are best value for money, provided to all pupils fairly and are kept in good order for full usage.

Collaborate with the Cross Company Lead, Deputy Head and Exam Officer to ensure that pupils are registered for appropriate accreditations and examinations.

### **Pupil engagement**

Establish positive professional relationships, supporting the pastoral care of each pupil in the group with the support of staff.

Produce progress reports on individual pupils, statistics and regular updates to the SLT.

Use positive reinforcement as a key behaviour management tool and working with all staff to initiate a consistent and predictable system of rewards.

Maintaining good personal and professional boundaries always including respecting and maintaining the confidentiality of all service users and others.

Ensuring risk assessments are in place, covering all activities while the pupils are in the community.

Look at our pupils holistically and to draw on a wide range of social care and teaching strategies to meet pupil needs whilst promoting interest and ensure the safety and well-being of pupils.

Work with SENCO and therapeutic teams to support young people that display challenging behaviour in emotional regulation, understanding that behaviour is a means of communication.

Facilitate and encourage a sense of responsibility.

***Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.***

***The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.***

# PERSON SPECIFICATION

## **Education and Qualifications**

Qualified Teacher (holds QTS or QTLS), with specialism in a relevant subject (ECTs welcome to apply).

SEND qualifications or training (D).

## **Knowledge and experience**

Minimum of two years qualified teaching experience either in mainstream or SEND sector within Key Stage 1, 2 or 3, ideally with recent SEND or nurture related teaching experience.

Recent proven experience as an outstanding teacher.

Substantial experience of supporting neurodiverse children or with ASC and/or SEMH and an understanding of potential implications for communication, learning and behaviour patterns.

Working knowledge of National Curriculum, KS requirements and Code of Practice for SEND.

Knowledge and awareness of Safeguarding & Child Protection Procedures.

Recent proven experience as an outstanding teacher.

Demonstrable achievement in improving learning outcomes.

## **Skills and abilities**

Be able to offer a calm response to children with ASC and SEMH and always promote de-escalation and emotional regulation.

Hold very high expectations of yourself and others (behaviours etc.), with the ability to reflect on own practice and to always seek self-improvement.

Good organisational skills with the ability to plan workloads and prioritise tasks.

Prioritise workload effectively; organised with attention to detail.

Differentiate the national curriculum across Key Stages 1 – 3.

Proficient IT skills.

Work collaboratively and solve problems creatively.

Effective communication skills and the ability to adapt to a range of audiences.

Able to contextualise learning.

Able to support pupils in forming and sustaining effective relationships.

Resilient, committed, and a hard worker – able to keep going in the face of adversity and never giving up.

## **Other**

Commitment to leading on safeguarding and promoting the welfare of children and young people.

Able to promote and celebrate diversity and equal opportunities.

Commitment to TCES Values.

(D) = Desirable

**August 2024**