

# JOB DESCRIPTION

## Primary Teacher

|                           |                                                      |
|---------------------------|------------------------------------------------------|
| <b>Reporting to</b>       | Deputy Headteacher                                   |
| <b>Responsible for</b>    | Group Coordinator                                    |
| <b>Location</b>           | North West London Independent School, East Acton, W3 |
| <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. This is even more important within our Primary classrooms where 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

Primary Teachers at TCES monitor and quality assure the delivery and management of a high-quality learning programme with a nurturing approach.

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

Planning, preparation, and delivery of all aspects of teaching and learning using the support and guidance of the Senior Leadership (SLT) and School Support Teams (SST).

Deliver the TCES five-part curriculum 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 and creative, according to an agreed timetable, and with defined outcomes that link with their Education, Health and Care Plan.

Support a group of pupils as a form tutor, providing a formal consistent contact with pupils each day, establishing positive relationships, supporting the pastoral care of each pupil in the group through the Group Coordinator.

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

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/teaching styles.

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

Responsible for the Group Coordinator 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 interventions arising from Individual Education and Behaviour Plans.

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

Actively plan for and ensure rapid improvement in the literacy and numeracy skills of all pupils.

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

Link learning to the LIFE curriculum within the school.

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

To 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.

***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 the primary or SEND sector.

Recent primary, SEND or nurture related teaching experience.

Experience of managing neurodiverse children with SEND, especially ASC/SEMH needs, 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 2 – 4, and A Level curriculum.

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.

**October 2023**