OCTAVIA HOUSE
Sector-Leading Therapeutic Schools

JOB DESCRIPTION FOR OHS TEACHERS

PEOPLE MANAGER	Head of School
OHS TEACHER & THERAPIST PAY SCALES	£42,000 to £58,000 London £36,000 to £52,000 outside London Qualifying £24,000 to £32,000 (up to £38,000 in London)

- This job description should be considered as guidance and is not exhaustive.
- It may be amended at any time following discussion between the people manager and colleague and may be reviewed as part of the performance review process.
- The post holder may be required to undertake other duties as reasonably required by their people manager or any member of the leadership team.
- All posts are subject to Enhanced DBS checks in addition to a range of other vetting checks as per the latest statutory safeguarding guidance.

OVERVIEW

- Our teachers ensure that the quality of education at Octavia House Schools is excellent.
- Our teachers embody the OHS relationship-first approach, building strong, lasting relationships with our pupils who have ACEs and complex SEMH needs, as well as other associated SEND.
- Our teachers have high expectations and standards. They coordinate and facilitate effective learning through engaging, well sequenced and appropriately challenging lessons which ensure that pupils acquire, develop and retain the necessary skills and knowledge to succeed. They know and adhere to the Teachers' Standards.
- Our teachers plan and teach their specialist subject/s or some/all primary subjects within the OHS curriculum, and learning is carefully planned to meet pupils' individual academic, SEMH needs and other SEND.
- Our teachers 'work as one' with therapists and are at the core of realising the schools' relationships-first, therapeutic ethos.

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EXEMPLAR RESPONSIBILITIES

- Adhering to the schools' relationships-first policy, ethos and procedures, to support pupils' positive behaviour, and improvements in behaviour over time.
- Role-modelling OHS values and the highest levels of professionalism.
- Planning and teaching high-quality lessons as per the sequenced OHS curriculum.
- Motivating, engaging and inspiring pupils as a result of building strong, lasting relationships, working seamlessly with colleagues, and planning carefully to meet pupils' individual needs.
- Creating and maintaining a well-managed, calm, secure and happy classroom where priority is given to the quality of the learning environment, ensuring it is welcoming, positive and uncluttered, and that the required resources and displays are of high quality.
- Ensuring assessment in books and on tracking systems is up to date, regularly monitored and used effectively to support pupils' learning.
- Contributing to breakfast, break, lunch, assembly, exercise and extra-curricular provision.
- Fulfilling the role of 'trusted adult', taking responsibility for the pastoral care of pupils.
- Coordinating the organisation of educational visits, including completing risk assessments.
- Assessing pupils' academic and SEMH progress using our assessment milestones and SEMH scale, and completing achievement reports for families and placing authorities.
- Encouraging, developing and supporting relationships between families, adults and pupils.
- Maintaining the required plans, assessments and records, and participating in administrative and organisational tasks relating to the safe, effective and efficient running of the schools.
- 'Working as one' to ensure consistency, continuity and quality of provision.
- Attending and participating in all mandatory briefings, meetings and training sessions; and contributing to the schools' self-evaluation and ongoing improvement.
- Knowing, supporting and realising the schools' policies and procedures, including those relating to safeguarding and data protection.
- *Complying with any reasonable request from leaders to undertake work of a similar level that is not specified in this job description.*

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PERSON SPECIFICATION

FOR OHS TEACHERS

SKILLS, TRAITS, KNOWLEDGE and UNDERSTANDING

- Excellent ability to teach and work successfully with pupils with SEMH needs.
- Outstanding communication skills (with pupils, families, colleagues and professionals).
- Outstanding organisational skills (including meeting deadlines).
- Strong ability to work constructively and collaboratively as part of a unified team.
- Strong academic skills to support teaching across the curriculum.
- Reflective practitioner eager to progress professionally.
- Able to recognise own training needs and willing to undergo relevant training.
- Attention to detail, including in terms of presentation, reliability, punctuality and supporting the maintenance of an attractive environment for learning.
- Ability to support families and carers of pupils with challenging behaviour.
- Ability to cope in high pressure, highly stressful contexts.
- Creative and imaginative thinker in terms of facilitating pupil-centred teaching.
- Clear and demonstrable understanding of the national curriculum, the Teachers' Standards, age-related expectations and targets, the assessment process and school provision generally.
- Clear understanding of child development and pupils with SEMH needs and associated SEND.
- Clear understanding of relevant policies/codes of practice and awareness of relevant legislation.
- Clear understanding of a range of teaching, assessment and therapeutic approaches that facilitate effective learning and progress.
- A commitment to promoting and safeguarding the welfare of pupils.

QUALIFICATIONS, TRAINING and EXPERIENCE

- QTS and ECT Induction completion OR equivalent teacher training currently leading to QTS and subsequently ECT Induction OR relevant experience and core qualifications in readiness to work towards teacher training leading to QTS with OHS (essential).
- At least a good first degree in a core subject (essential).
- Experience in delivering the primary curriculum or a secondary subject area to pupils with SEMH needs (essential).
- Further training or qualifications related to SEMH needs/SEND (desirable).
- Experience of working in independent special schools (desirable).