

NEW HORIZONS FEDERATION

Job Title: Teacher

Responsible to: Assistant Head Teacher (KS4)

Grade: Qualified / Unqualified Teachers Scale (MPS / UPS / Post Threshold)

Location: Horizons (Secondary)

Job Summary:

To teach students across Key Stages 3 and 4 who are accessing education at the PRU on either short term (KS3) or long term programmes (KS4). To take responsibility for planning and teaching a minimum of two subjects up to GCSE / equivalent level. To provide pastoral support and care as a Form Tutor and to develop individualised plans for pupils as well as liaise with colleagues re: baseline assessments and schemes of work. To contribute to the development of curriculum innovations, behaviour management strategies, accreditation, policies and procedures within the school and across the Federation, as well as delivering the specific subject area(s). Maintaining professional boundaries at all times and observing / upholding the values and ethos of the Federation whilst contributing to the overall vision of the organization.

PRINCIPAL ACCOUNTABILITIES

1. Teach students who are experiencing difficulties within their mainstream school and have been referred to the PRU for behavior intervention work on either a short-term respite or long-term placement basis as an alternative to exclusion.
2. Identify and address the educational, social and behavioural needs of students.
3. Prepare lessons and resources appropriate to the learning and behavioural needs of the students.
4. To develop and /or identify a comprehensive package of assessment materials to measure progress.

5. Prepare students for nationally recognised qualifications and ensure their progress is commensurate with baseline testing and information received prior to entry as well as termly progress data through on-going moderated teacher assessments.
6. Contribute to the whole school ethos of restorative practices and solution-focused work to support children and young people in making the right decisions and developing improved personal strategies for managing and modifying their own behavior.
7. Provide pastoral support for students as a Form Tutor, making at least weekly contact with parents / carers to encourage positive links with education as well as overseeing the progress made by students for whom the Tutor is responsible and acting as the key point of contact with regard to overall engagement with the services offered.
8. Develop a stimulating and safe learning environment for all students and take responsibility for own classroom / work area as well as contributing to the overall professional appearance of the school building through displays and attention to student behavior related to damage / graffiti.
9. Ensure that educational reports are produced as required by the Head of School (termly for KS4 long term placements and at the mid- and exit-point for those pupils reintegrating to mainstream school).
10. Ensure that all records are kept electronically and updated throughout the school day as part of the agreed management information processes.
11. To contribute to reintegration planning and information sharing with schools / colleges / training providers as part of the sharing of strategies related to behavior and engagement for any pupil at the point of transition.
12. To undertake termly review meetings for Key Stage 4 students.
13. Attend daily briefing and debriefing meetings as well as other staff meetings and team training as directed by the Head of School.
14. Develop a stimulating and exciting learning environment for students with opportunities for broadening experiences and learning new skills.
15. Undertake supervisory duties during unstructured time in line with the team ethos of the school and any other reasonable duties as directed by the Head Teacher.
16. Adhere to Team Teach procedures to ensure the health and safety of all pupils and staff.

17. To abide by the school's policies, including those relating to safeguarding, health and safety and equal opportunities.
18. To undertake other reasonable duties which are consistent with both the needs of the school and commensurate with the role of the post holder.

Unqualified Teachers

Additionally, unqualified teaching staff are expected to be willing to undertake further training to work towards qualified teacher / instructor status and to work under the guidance and support of a post-threshold teacher or Head of Department (professional mentor) in developing their skills, knowledge and practices.

Post-Threshold Teacher

Teachers working as Post-Threshold Teachers on Upper Pay Scales are expected to provide additional services to the organisation as outlined below and will be set targets as part of Performance Management in line with their status.

As well as meeting all core standards for teachers, post threshold teachers should:

- Contribute significantly to implement workplace policies and practice and to promoting collective responsibility for their implementation.
- Lead by example in the implementation of systems and procedures and be willing to support less experienced members of staff in adhering to these systems.
- Have extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning provide opportunities for all learners to achieve their potential.
- Demonstrate consistently good or better teaching.
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Be able to make judgements around how best to intervene to accelerate learning from monitoring progress data.
- Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- Be able to lead less experienced staff on curriculum development and delivery and take responsibility as a mentor for unqualified or newly qualified staff entering the profession.

- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- Have teaching skills which lead to learners achieving beyond expectations relative to their prior attainments, making progress as good as, or better than, similar learners nationally.
- Be able to coach and mentor less experienced staff on effective classroom strategies.
- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- Take on additional responsibilities with whole school impact at the discretion of the Head of School and in order to meet the business needs of the organisation.

PERSON SPECIFICATION

1. Experience of teaching a minimum of two subject areas with evidence of achieving successful outcomes in relation to progress at GCSE / Levels 1 and 2 Functional Skills or equivalent nationally recognized Level 2 standard.
2. Experience of working effectively with disaffected pupils who display emotional and behavioural difficulties and/or on the autistic spectrum and to evidence progress and outcomes for those pupils which are in line with their potential.
3. Ability to engage pupils positively whilst maintaining consistent boundaries.
4. Confidence in managing highly challenging behaviour and ability to resolve issues independently, showing experience in supporting young people in addressing their behavioural barriers to learning and reintegration beyond school.
5. Possession of a recognised teaching qualification or willingness to engage in further training / development to obtain qualified teacher or instructor status (taking into account current level of education and qualifications already held) together with an in-depth knowledge of formal education of children and young people.
6. Evidence of development of new curriculum materials to engage disaffected young people, children and young people with emotional and behavioural difficulties and those on the autistic spectrum.

7. Knowledge of and recent experience of delivering appropriate forms of accreditation for KS3 / 4 pupils (secondary).
8. A commitment to curriculum and pastoral innovation.
9. A commitment to reintegration and evidence of the ability to affect positive behavioural change to ensure successful reintegration for pupils.
10. Excellent written and verbal communication skills and an ability to work effectively with schools, parents, young people and other children's services agencies.
11. A strong belief in the importance of supporting children and young people and inclusion in the widest sense.
12. To be 'Team Teach' trained or willing to undergo training and implement the training undertaken.
13. A firm grasp of the importance of confidentiality and the duties of education professionals in relation to safeguarding concerns.
14. Recent experience of working effectively with other professionals within a classroom setting.
15. Excellent written and verbal communication skills and an ability to work effectively with schools, parents, young people and other Children's Services agencies.
16. Experience of working effectively with teams of teachers and support workers, displaying team commitment, professionalism and loyalty.
17. Experience and / or willingness to fully support the reintegration of pupils to mainstream school.

This job description is provided to assist the post holder to know their principal duties. It may be amended from time to time in consultation with you without change to the level of responsibility appropriate to the grading of the post.