

JOB DESCRIPTION

Humanities Teacher

Reporting to	Deputy Headteacher
Responsible for	Group Coordinator
Location	North West London Independent School, East Acton, W3
Contract and hours	Permanent, Term time only

Job purpose

The teacher leads on the school's priorities in the humanities subjects, as well as personal, social, health, economic (PSHE), relationships and sex education (RSE); is required to deliver learning based on an engaging and appropriate curriculum to pupils in KS2, KS3 and KS4/A Level pupils.

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, personal aspirations.

Main duties and responsibilities

Delivering lessons that are pupil-focused and creative, according to an agreed timetable, and with defined outcomes that link with their Education, Health and Care Plan.

Work with other staff (within school and cross-company) to develop and deliver the Humanities, PSHE & RSE curriculum.

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.

Create opportunities for pupils to use knowledge, skills and understanding in the wider context of the school and world / world of work.

Differentiate the curriculum to meet the needs of neurodiverse pupils with Autistic Spectrum Condition (ASC) and/or Social, Emotional and Mental Health needs (SEMH).

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

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.

To help establish and maintain the quality and standards of educational provision and TCES Five Part curriculum.

Differentiating the National Curriculum to meet the needs of all pupils, writing Individual Education Plans with appropriate targets to reflect the pupils' development needs and writing half termly reports.

Devising schemes of work, lessons plans and curricula projects to meet the above, utilizing the full range of appropriate community facilities.

Ensuring that every pupil with whom you work is helped to understand the TCES Complaints Procedures and their right to remain free from harm.

Working flexibly to the needs of each pupil.

Reinforcing behaviour management in a positive manner, de-escalating situations when required.

Supporting pupils that display challenging behaviour in emotional regulation, understanding that behaviour is a means of communication.

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

Link learning to the LIFE curriculum within the school.

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

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)

Evidence of ongoing professional development in education.

Knowledge and Experience

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 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.

December 2022