



OCTAVIA HOUSE

Sector-Leading Therapeutic Schools

JOB DESCRIPTION

TEACHER

JOB ROLE	Teacher
PERFORMANCE MANAGED BY	Schools' quality of teaching, learning & assessment lead
SALARY	OHS unqualified or qualified teacher scales

This job description may be amended at any time following discussion between the line manager and member of staff, and will be reviewed annually as part of the performance management process. It is not exhaustive and the post holder may be required to undertake other duties as reasonably required by their line 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.

SUMMARY

Teachers at Octavia House Schools are responsible for the highest standards of planning, teaching, assessment and behaviour management for our children who have significant SEMH as well as other associated SEN. Teachers coordinate and facilitate learning through engaging, differentiated, appropriately challenging learning sessions, which plan for maximum progression. Teachers produce detailed, clear differentiated planning for all National Curriculum subjects and this planning is linked to children's individual needs, progress plans and assessment of children's learning and progress. Teachers write three progress reports over a year, input termly assessment data and ensure that books/work are/is kept marked regularly, positively and constructively as per our marking policy. Teachers are at the core of leading the schools' child-centred ethos and reflect the values and expectations at Octavia House. Teachers work at the core of a wider multi-disciplinary team of professionals and ensure that support workers know at all times what is expected of them when it comes to facilitating learning with specific children in their groups.

CORE RESPONSIBILITIES (NOT EXHAUSTIVE)

- To motivate, engage and inspire our children
- To facilitate effective, differentiated and child-centred learning
- To manage behaviour positively and in line with the schools' ethos and procedures
- To ensure planning is detailed, differentiated and meets the schools' expectations
- To lead on ensuring the learning environment is attractive, positive & uncluttered
- To ensure assessment for learning/assessing progress is kept up to date, monitored and used effectively to support each child's learning
- To contribute to the schools' breakfast, break, lunch, assembly, exercise & enrichment provision
- To role-model the values the school stands for and to be a role-model of outstanding professionalism



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SPECIFIC RESPONSIBILITIES (NOT EXHAUSTIVE)

- To develop long, medium and short term planning to ensure coverage, progression and a range of learning experiences across the curriculum
- To take overall responsibility for the pastoral care of children in your class
- To co-ordinate and oversee the organisation of educational visits for your class, including risk assessments as appropriate
- To create a well-managed, secure and happy classroom where priority is given to the quality of the learning environment, maximising opportunities for children to learn
- To provide challenging, realistic and achievable tasks resulting in maximum learning
- To encourage, develop and support relationships between parents & carers, staff and children
- To report to and involve parents in the development, progress and attainments of children
- To maintain good order and discipline in the classroom in accordance with the schools' behaviour policy
- To maintain assessment, planning, recording and reporting as agreed by the school
- To participate in administrative and organisational tasks relating to the safe, effective and efficient running of the school
- To participate and engage with the performance management process
- To work as a member of the team to ensure consistency and continuity across the curriculum
- To attend and participate in meetings and briefings which relate to the schools' curriculum, administration and organisation and to lead daily class briefings before and after school
- To take part in the school staff development programme by participating in opportunities for continuous professional development, including necessary training such as Team-Teach, first-aid etc
- To be knowledgeable and supportive of all school policies and procedures
- To share responsibilities for all aspects of school life necessary to ensure efficient and effective functioning, including aspects of the school improvement plan
- To contribute to the schools' self-evaluation and ongoing improvement
- To gather, analyse and evaluate evidence of children's progress to inform provision and practice
- To oversee target setting for raising achievement of your children
- To direct, support & fully brief learning & behaviour support workers at all times
- To be aware of, and comply with, all policies and procedures related to child protection & safeguarding, bullying, data protection & confidentiality
- To comply with any reasonable request from the leadership team to undertake work of a similar level that is not specified in this job description.



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PERSON SPECIFICATION

TEACHER

SKILLS & TRAITS (ALL ESSENTIAL)

- Extremely strong ability to teach and work successfully with children with SEMH
- Outstanding communication skills (with children, families & professionals)
- Outstanding organisational skills (including meeting deadlines)
- Strong ability to work constructively and collaboratively at all times 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, punctuality and supporting the maintenance of an attractive environment for learning
- Ability to support families and carers of children with challenging behaviour
- Ability to cope in high pressure, highly stressful contexts
- Creative and imaginative thinker in terms of children-centered teaching
- A commitment to promoting and safeguarding the welfare of children
- Able to prepare effective written and visual teaching materials including the effective use of ICT and interactive whiteboards

KNOWLEDGE & UNDERSTANDING (ALL ESSENTIAL)

- Clear and demonstrable understanding of the national curriculum, attainment levels and targets, the assessment process and school provision generally
- Clear understanding of child development, learning and children with SEMH and associated special educational needs
- Clear understanding of independent special schools, local authority funding, SEND and the requirements of Ofsted
- Clear understanding of relevant policies/codes of practice and awareness of relevant legislation
- Clear understanding of a range of teaching, assessment and behaviour management strategies that facilitate effective learning & progress

QUALIFICATIONS, TRAINING & EXPERIENCE

- QTS and NQT Induction completion or equivalent teacher training currently leading to full QTS and subsequently NQT Induction (essential)
- At least a good first degree in a core subject (essential)
- A range of experience in delivering the primary curriculum or subject area to children with SEMH (essential)
- Further training or qualifications related to SEMH/SEN (desirable)