



## Respect Collaboration of Schools Job Description

<b>Job Title</b>	Teacher
<b>Scale</b>	UQT/MPS/UPS SEND Allowance 1(SEND Allowance is not applicable for UQT)
<b>Responsible to</b>	Head of School through the designated line manager

### Job Purpose

To teach and support pupils:

- with SEMH within the Respect Collaboration of Schools
- identified as in need of individualised support to meet a range of needs
- at points of transition

### Responsible for:

- quality lesson planning, teaching and learning
- the progress and achievement of a group of pupils
- designated support staff
- a specified curriculum area(s) (within the primary phase) and whole school development and training in another specified area

### Core Expectations of the Post

This job description is to be performed in accordance with the provisions of the School Teachers' Pay & Conditions Document and within the range of teachers' duties set out in this document. The post is otherwise subject to the conditions of service for School Teachers in England and Wales and to locally agreed conditions of employment to the extent that they are incorporated in the individual contract of employment.

The post holder will maintain the professional characteristics as set down in the Core and Post Threshold Professional Standards.

The post holder will be available to work across all areas of the Respect Collaboration of Schools, within mainstream school and other settings where appropriate.

### Responsibilities

- to teach pupils within the group of schools or other settings as directed by the Executive Headteacher, Head of School or Head of Department
- to work within the curriculum and other policies of the school
- to ensure the safeguarding of children and young people is central to all activities and

to understand their responsibilities to monitor and report any concerns according to the school's policies

- to promote and develop innovative approaches to the curriculum model to re-motivate and engage disaffected pupils
- to carry out assessment for learning, plan appropriate education programmes, record and monitor and report pupil achievement
- to write, monitor and review IEP and EHCP targets
- to prepare and write reports for appropriate audiences, including parents, Annual Reviews, court, social care reviews etc
- to participate in the pastoral responsibilities of the school and contribute to the positive behaviour management policy
- to maintain a good educational ethos, including the use of display and of teaching materials relating to curriculum responsibilities
- to supervise and direct the work of assigned support staff
- to liaise with parents, schools and other agencies
- to support and contribute to the development of the school equal opportunities policies and practices
- to plan reintegration programmes in conjunction with the transition lead and to link with the learners' home or future school to facilitate transition
- to provide advice to schools on: appropriate teaching strategies, appropriate behaviour management strategies, developing personalised learning plans, effective inclusion policy and access to other agencies
- to work directly with children and groups of children with Social, Emotional and Mental Health (SEMH) difficulties and further related special educational needs as part of formal assessment programmes, intervention programmes including transition support programmes.
- to provide specialist educational advice on the needs of children with SEMH within formal assessment processes and reviews
- to support the transition of children and young people with SEMH difficulties between schools, planning transition strategies in collaboration with school-based colleagues.
- to work in partnership with medical staff, following advice as to a learner's medical condition in relation to their readiness for learning and requirements to provide access to learning.
- to be willing to transport students subject to the appropriate risk assessments
- to work within appropriate teacher standards.
- to carry out any other work, reasonably requested by SLT colleagues within the remit of STPC to the required standard

Issued by:	Received by:
Executive Headteacher:	Post holder name:
Date:	Post holder Signature:

## PERSON SPECIFICATION

Job Title: Teacher

Grade: MPS plus SEN Allowance

A I T shows how the job criteria will be assessed – A = Application, I = Interview, T = Test

<b>EXPERIENCE:</b>			
<b>Essential Criteria:</b>	<b>AIT</b>	<b>Desirable Criteria:</b>	<b>AIT</b>
<ul style="list-style-type: none"> <li>teaching young people with SEMH difficulties or who are disaffected from the educational system</li> <li>successful interventions with children exhibiting challenging behaviour</li> <li>recent mainstream teaching at KS 2,3 or 4</li> <li>setting targets for academic progress, behaviour and attendance</li> <li>monitoring and tracking individual pupil progress</li> </ul>	AI  AI  A  AI  AI	<ul style="list-style-type: none"> <li>working with a range of agencies to provide support for young people</li> <li>managing support staff</li> </ul>	AI  AI
<b>QUALIFICATIONS:</b>			
<b>Essential Criteria:</b>	<b>AIT</b>	<b>Desirable criteria:</b>	<b>AIT</b>
<ul style="list-style-type: none"> <li>Qualified Teacher Status <i>or ability to work towards</i></li> </ul>	A	<ul style="list-style-type: none"> <li>Further qualification in SEN</li> <li>Full driving licence and use of own car</li> </ul>	A  A
<b>SKILLS AND KNOWLEDGE:</b>			
<b>Essential Criteria:</b>	<b>AIT</b>	<b>Desirable criteria:</b>	<b>AIT</b>
<ul style="list-style-type: none"> <li>able to consistently deliver good quality teaching which re-engages disaffected learners</li> <li>knowledge of the National curriculum at KS2, 3 or 4</li> <li>appropriate responses to pupil underachievement</li> <li>ability to support pupils' with behavioural, emotional and social difficulties</li> <li>ability to intervene confidently and objectively in emotionally</li> </ul>	AIT  AI  AI  AI  AI	<ul style="list-style-type: none"> <li>knowledge of range of support available for pupils and their families</li> <li>knowledge of Annual Review and PEP processes</li> <li>knowledge of restorative practices</li> <li>Knowledge of the graduated response and SEN Code of Practice</li> </ul>	I  AI  AI  AI

<ul style="list-style-type: none"> <li>charged situations following agreed procedures including potentially violent ones</li> <li>secure knowledge of child protection and safeguarding procedures</li> <li>ability to keep essential records and to produce clear and concise written reports</li> <li>ability to use ICT programmes.</li> </ul>	AI AI A		
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**OTHER FACTORS:**

<b>Essential Criteria:</b>	<b>AIT</b>	<b>Desirable criteria:</b>	<b>AIT</b>
<ul style="list-style-type: none"> <li>physically and mentally equipped to function in an SEMH setting</li> <li>able to work independently and as part of a team</li> <li>able to be flexible in both time and working practice</li> </ul>	AI AI I		

**PERSONAL QUALITIES:**

<b>Essential Criteria:</b>	<b>AIT</b>	<b>Desirable criteria:</b>	<b>AIT</b>
<ul style="list-style-type: none"> <li>excellent inter-personal skills</li> <li>ability to form effective working relationships with young people, their families and other professionals</li> <li>motivated and enthusiastic</li> <li>ability to use initiative and work unsupervised</li> <li>well organised in approach to work</li> <li>flexibility to adapt to changing and new organisational challenges</li> </ul>	AI AI I I AI AI	<ul style="list-style-type: none"> <li>sense of humour</li> </ul>	I

**EQUALITIES:**

<b>Essential Criteria:</b>	<b>AIT</b>	<b>Desirable criteria:</b>	<b>AIT</b>
<ul style="list-style-type: none"> <li>demonstrate a clear understanding of equal opportunities particularly issues relating to SEN</li> </ul>	AI		