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|  | **Job Description**  |
| Teacher (SEND) |
| School:Reporting to:Responsible for: | Acorn School, Winkleigh Head Teacher Allocated school Staff |
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Aims of the post:

Phoenix Learning & Care is a diverse organisation offering residential and educational services for Young People. The individuals we support are generally classified under the description of Autism, Socially, Emotional and Mental Health (SEMH) with difficulty managing their emotions and behaviour.

* You will provide high quality, person-centred education recognising the potential of each student and to promote through actions, words and encouragement the achievement of that potential through working as part of a multidisciplinary team
* You will meet the individual educational needs of students in a way that promotes, dignity, privacy, safety and independence and whilst being supportive and empathetic to the needs of our Young People demonstrate the ability to manage inappropriate behaviour and positively promote good behaviour in all circumstances
* You will support the school leadership team by promoting the agreed vison & ethos of the school and contributing to the ongoing development plan that will secure its ongoing success and improvement. This will be done in line with Ofsted expectations and current best practices set out by DfE & legislation
* You will help establish and maintain high expectations for improving student outcomes and achievements and proactively work with members of the school community to carry this vision forward.
* You will help establish and maintain positive and proactive working relationships amongst colleagues, ensuring meaningful lines of communication are promoted with students, parents/carers, and external professionals/agencies.
* You will help enhance educational standards through the effective delivery of an aspirational and engaging curriculum that strengthens the abilities and ambitions of our students and improves their skills for life.
* You will make every effort to engage with students and respond positively to their induvial learning styles, adapting your approach to maximize the opportunity for success and achievement.

The Governing Body is committed to safeguarding and promoting the welfare of children and young persons and therefore all staff are expected to ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. All staff working within the school will also be required to provide an Enhanced Disclosure & Barring (DBS).

**1: Key Responsibilities:**

1. To promote and model the organisation’s values
2. To develop an understanding of the health and wellbeing needs, strengths, challenges and disabilities of the students who access our service
3. To take the lead for a designated subject area for the school, promoting its effective delivery by colleagues
4. To create a meaningful and robust scheme of work for your allocated subject area that provides students with appropriate challenges and the opportunity to succeed
5. To be support the delivery of statutory education to all applicable students, ensuring that positive outcomes are achieved
6. To encourage student participation, involvement and personal fulfilment via a wide range of teaching methods that are mapped against short, medium and long term planning
7. To ensure that lessons are inclusive of robust planning, assessment and evaluation and that students’ learning is associated with the teacher’s curriculum responsibilities as directed by the Head Teacher
8. To compile progress reports/data on student progress and achievement, as directed by the Head Teacher
9. To promote the schools inclusive communication approach;
10. To support the professional development of colleagues through the participation, preparation and presentation of training and courses
11. To support an individualised curriculum with stimulating and interesting topics and tasks within an agreed program of activities/scheme
12. To ensure that there are well-presented, regularly changed visual displays in classrooms and around the school which reflect students’ work undertaken
13. To be responsible for the creation of teaching aids/resources and setting-up equipment to ensure that the environment is prepared for lessons/activities
14. To ensure that additional help is allocated to students who need extra support to complete tasks
15. To support a wide range of extra-curricular activities, including sports events and offsite trips
16. To provide educational support in an imaginative, adventurous and effective manner to make education fun!
17. To be aware of areas of high risk as identified in risk assessments and provide support in line with individual risk management education plans
18. To understand the importance of promoting independence and diversity in providing education support
19. To meet the students behavioural and emotional needs in helping them to become socially aware, encouraging them to take responsibility for their own behaviour and understand the implications of their actions
20. To proactively support a whole school culture of continuous quality improvement
21. To ensure feedback and complaints are shared with senior leaders and positively actioned and dealt with correctly, within the prescribed timescales
22. To help promote excellence, equality and high expectations for all students
23. To value the diversity of the community the school serves
24. To help monitor and evaluate the impact that teaching has on our students development
25. To have a secure knowledge and understanding of the scope, structure, balance and content of an appropriate school curriculum for our students
26. To plan teaching to achieve progression in students’ learning and which takes account of students’ learning needs and holistic development
27. To provide structured learning opportunities through good curriculum planning and effective classroom management
28. To ensure that all students are working towards their agreed placement objects as set out within the educational statement/EHCP
29. To evaluate own teaching critically to improve effectiveness.
30. To use a variety of teaching approaches and activities to develop students’ learning through planned interventions and independent learning opportunities both within the school environment and inclusive community contexts.
31. To help ensure that the school operates in line with the educational framework set out by the DfE and Estyn
32. To help promote and maintain an open culture of vigilance in relation to safeguarding
33. To help create a safe and productive learning environment which is engaging, challenging and fulfilling for all students

2: Communication:

1. To encourage students to communicate their needs and to engage them in the process of delivery of education and support
2. To liaise with local education authorities regarding the placement of our Young People in mainstream education provision or other such provision as they provide
3. To provide verbal and/or written evidence of support and education provided over a span of duty and report any changes in care needs and physical or emotional well-being
4. To take steps to ensure confidentiality of records & information in day-to-day communication & understand when certain information may need to be passed on
5. To use appropriate means of communication to promote good relationships with Colleagues, student’s relatives, the local community and any other parties with whom Phoenix Learning & Care has dealings
6. To assist the Head Teacher to operate the school within the financial restraints of the operating budgets, work in a manner which helps to prevent theft and fraud and always to work with honesty and integrity.
7. To report all concerns you or others have regarding the ability of the service to meet the needs of those accessing the service including potential abuse, comments or complaints
8. To read and understand the appropriate Policies of the organisation raising any issues or knowledge gaps with the Head Teacher immediately.
9. To welcome and be courteous to all visitors to the service ensuring safeguarding procedures are followed at all times
10. To attend senior colleague meetings, managers meetings, statutory reviews and planning meetings and all other meetings, sessions or reviews as directed by senior management inclusive of employee meetings as directed including supervisions, appraisals etc
11. To where required, assist in the school office paperwork, data entry and answering the telephone
12. To work efficiently, planning ahead to prevent wasted journeys and extra expenses
13. To work flexibly with regards to the duties performed and the hours worked, to ensure the smooth running of the school
14. To where required, work to support student’s learning outside of traditional school hours including evenings and weekends.
15. To help ensure that the school environment is maintained to a high standard and is educationally appropriate and sensitive to the needs of the students
16. To help promote a climate which enables other non-teaching staff to develop and maintain positive attitudes and confidence in supporting the teaching of various subject areas
17. To help establish with the involvement of relevant staff, short, medium and long term plans for student progress and curriculum delivery
18. To remain up to date on educational initiatives, ensuring that your own practices are at the forefront of national developments
19. To communicate areas of risk, providing suitable and achievable proactive measures to prevent negative impact
20. To act as an ambassador for the organisation, creating opportunities to enhance the organisation’s external performance, profile and reputation amongst key audiences (in particular the public and voluntary sectors)
21. To prepare and deliver lessons to a range of classes of different ages and abilities - Marking work, giving appropriate feedback and maintaining records of students' progress and development
22. To undertake pastoral duties, and supporting students on an individual basis through academic or personal difficulties
23. To help manage student behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour; Full training in conflict management will be provided
24. To liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, social workers and education welfare officers
25. To undergo regular observations of own practice and participate in regular in-service training (INSET), taking responsibility for own continuing professional development (CPD).

3: Personal Responsibilities:

1. To maintain own continuing professional and personal development (supported by the organisation where appropriate) to ensure up-to-date knowledge
2. To be responsible for organising and prioritising own workload in the day-to-day allocation of work
3. To maintain appropriate confidentiality of information relating to the Company and its employees and maintain compliance with the Data Protection Act and GDPR legislation
4. To set high expectations for all and act as a role model for the Phoenix Values and Code of Conduct.

4: Health & Safety:

1. To understand your responsibilities under the Health and Safety at Work Act 1974 and act by taking reasonable care of the safety of those who access our services, colleagues, the public and yourself
2. To be conversant with the relevant safeguarding policy and procedure and personal responsibility with regards to disclosure procedures
3. To be aware of the work-place hazards identified in the General Risk Assessments and COSHH risk assessments and the management controls described
4. To be aware of the fire hazards identified in the Fire Risk Assessment, the management controls identified and your role in fire prevention and what to do in the event of a fire
5. To apply the principles of safe food handling as they apply to your work
6. To understand your role in infection control and in reducing and managing these risks by implementing Phoenix policies and Best Practice guidelines
7. To promptly report any accidents, adverse incidents or observations of injury
8. To complete domestic duties in the school ensuring that the school is clean and tidy, and if necessary help students keep their space clean.
9. To promptly report any health and safety hazards, maintenance issues or malfunction of any systems, building elements or equipment, including heating, lighting, fire, security or call systems to you Line Manager or Health & Safety representative
10. To have delegated responsibility for supervising students, on a 1:1 or small group basis, for off-site visits organised as part of their educational programmes/training
11. To, where permitted drive the school/company vehicles in an appropriate, safe and responsible manner in line with policies and procedures that are in place.

**Person Specification**

**APP** – Application **INT** = Interview  **AST** = Assessment

| **Essential Criteria** | **Measurement** |
| --- | --- |
| **APP** | **INT** | **AST** |
| Degree qualified | **✓** |  |  |
| Teaching experience within an educational service or school | **✓** | **✓** |  |
| Qualified Teacher with QTS | **✓** | **✓** | **✓** |
| Experience of working within Autism, SEMH/SEBD complex and challenging settings | **✓** | **✓** |  |
| Display a proactive and positive attitude to supporting others to overcome personal difficulties.  | **✓** | **✓** | **✓** |
| Positive attitude towards CPD and be able to attend and undertake training as required | **✓** | **✓** |  |
| Knowledge of the national curriculum, particularly the curriculum area from KS1-4.  | **✓** | **✓** |  |
| Understanding of effective teaching and learning methods for those with additional needs | **✓** | **✓** |  |
| Ability to work under own initiative and as part of a team | **✓** | **✓** | **✓** |
| Ability to build effective working relationships through partnership working | **✓** | **✓** |  |
| Ability to communicate effectively with parents/carers, external agencies, students and colleagues both verbally and in writing | **✓** | **✓** | **✓** |
| Understanding the needs of Autism/SEMH/SEBD/SENs children including managing and challenging behaviour | **✓** | **✓** |  |
| Ability to build effective working relationships with students | **✓** | **✓** | **✓** |
| Hold sound subject knowledge and be willing to take the lead on its promotion within the school  | **✓** | **✓** | **✓** |
| Ability to use data and information to support self-evaluation and reflection to review and set targets to raise standards | **✓** | **✓** |  |
| Working knowledge of Ofsted education framework for deliver and inspection | **✓** | **✓** | **✓** |
| Ability to prioritise work in an environment which has conflicting pressures and demands | **✓** | **✓** | **✓** |
| Motivated and able to use own initiative whilst remaining flexible, reliable, patient, compassionate and maintaining a sense of humour. | **✓** | **✓** | **✓** |

| **Desirable Criteria** | **Measurement** |
| --- | --- |
| **APP** | **INT** | **AST** |
| Specific training in behaviour management, first aid and/or health and safety | **✓** |  |  |
| Understand the values that underpin the delivery of person-centred education and consistently reflect these values in the individualised support offered to people who access services | **✓** | **✓** | **✓** |
| Ability to resist/report action or inaction that breaches practice, policy or law | **✓** | **✓** | **✓** |
| High quality presentation Skills. |  | **✓** | **✓** |

| **Organisation Values** | **Measurement** |
| --- | --- |
| **APP** | **INT** | **AST** |
| Honesty | Mutual honesty is the cornerstone of any relationship we build with the people we work with. | **✓** | **✓** | **✓** |
| Empathy | We work to understand and empathise with all the individuals we care for – it is important we show empathy and not sympathy. | **✓** | **✓** | **✓** |
| Aspiration | We work to assist all individuals aspire to achieve their goals and outcomes. | **✓** | **✓** | **✓** |
| Respect | We treat others in the same way we wish to be treated and to build shared respect. | **✓** | **✓** | **✓** |
| Teamwork | We strive to provide consistency in our approach through effective teamwork and to bring the best out of each other. | **✓** | **✓** | **✓** |