



Educational Diversity

Job Description and Personal Specification

Teacher

Post Title:	Teacher
Status:	Permanent
Job Overview:	To provide a professional approach to the curriculum for Educational Diversity, promoting the development of abilities, skills and personal aptitudes of the students in any class or group assigned, as set out in the Teachers' Standards and School Teachers' Pay & Conditions Document.
Reporting to:	Lead Teacher/ Curriculum Leader/ Deputy Headteacher
Liaising with:	Headteacher, senior leadership team, teachers and support staff, Local Authority, external agencies and parents/carers.
Working time:	Full/ part time (dependant on contract) as specified within the STPCD
Salary /Grade:	TPS/ UPS + 1 SEN
Disclosure Level:	Enhanced
Conditions of Employment:	No holidays are permitted during term time.

Key responsibilities:	<ul style="list-style-type: none"> ● To teach students as assigned in the relevant Key Stages 1/2/ 3 and 4 who are accessing education at Educational Diversity on either short term or long term programmes. ● To take responsibility for planning and teaching. ● To provide pastoral support and care as a Form Tutor. ● To develop individualised plans for students as well as liaise with colleagues re: assessments and schemes of learning/ long term plans. ● To contribute to the development of curriculum innovations, literacy across the school, behaviour management strategies, accreditation, policies and procedures within the school, as well as delivering the specific subject area(s) and/ or keystage. ● To maintain professional boundaries at all times; to observe and uphold the values and ethos of the school whilst contributing to the overall vision of the organisation.
Teaching and Learning:	<ul style="list-style-type: none"> ● To plan, design, produce and deliver an appropriate academic curriculum based on individual needs and entitlement, including the creation of teaching materials and resources which are appropriate to age and ability and are in accordance with the School's Improvement Plan and the Department

	<p>Development Plan.</p> <ul style="list-style-type: none"> ● In accordance with the long term plans, plan, deliver and review lessons which are appropriate to the age and ability of the students so as to facilitate progression in students' learning. ● Plan and deliver an appropriate social curriculum focusing on the development of social skills, self-awareness, self-esteem, increasing motivation and the management of behaviour. ● Assess, record and report on the development, progress and attainment of pupils and within the school's guidelines record and report on the progress of individual pupils, including ILP's and pastoral support plans. ● Manage the classroom and teaching equipment so as to create a positive learning environment which makes effective use of available resources.
	<ul style="list-style-type: none"> ● To prepare pupils for public examinations and assess students for the purposes of such examinations, recording and reporting such assessments. ● To be familiar with the identification and assessment of pupils and to use this to inform planning, implement feedback and target setting. ● To provide or contribute to oral and written assessments, reports and references for individual students and groups of students. ● To make effective use of assessment for learning in order to maximise student progress. ● Ensure pupils and parents are aware of subject targets and their achievements. ● To effectively manage the time and utilise the skills of Teaching Assistants, and/or other support staff working within the teaching area to the maximum benefit of the students.
<p>Commitment to a positive ethos:</p>	<ul style="list-style-type: none"> ● To plan & implement effective behaviour management strategies. ● To embrace the school's nurturing approach to achieve positive behaviours. ● Contribute to the whole school ethos of nurture, 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 behaviour. ● To contribute to high standards of expectation within Educational Diversity, so that an orderly atmosphere enables effective teaching and learning to take place. ● To foster positive relationships with parents and carers, and be involved in home/school liaison as appropriate. ● To communicate and cooperate with other agencies external to Educational Diversity and participate in multi-agency meetings arranged as appropriate. ● To contribute to reintegration planning and information sharing with schools / colleges / training providers as part of the sharing of strategies related to behaviour and engagement for any student at the point of transition.

	<ul style="list-style-type: none"> ● To be responsible for the Health and Safety and general welfare of all pupils within the assigned classes. ● To adhere to the school's Child Protection & Safeguarding Policy. ● Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.
Additional specific responsibilities:	<ul style="list-style-type: none"> ● To be a Form Tutor to an assigned Form Group if required, and to carry out related duties in accordance with the general job description of a Form Tutor ● To carry out a share of supervisory duties in accordance with published rotas ● To participate in appropriate meetings with colleagues and parents relative to the above duties ● To carry out the duties in the most effective, efficient and economic manner available ● To continue personal development in the relevant area ● To support the development and promotion of an image that is consistent with the aims of the school ● Be aware of and comply with policies and procedures relating to child protection, security, confidentiality and data protection, reporting all concerns to an appropriate person
Vision and Direction	<ul style="list-style-type: none"> ● To assist in developing Educational Diversity's vision. ● To assist in the strategic planning process that will contribute to Educational Diversity's improvement. ● To promote the work of Educational Diversity involving community groups in the work of the school and the delivery of the curriculum.

In addition, the post holder will be required to assume any other responsibilities which may reasonably be regarded as within the nature of the post, subject to the provision that normally any significant changes of a permanent nature should be incorporated into the above job description. This job description does not form part of the Contract of Employment.

Selection Criteria for the post of Teacher

Criteria	Essential / Desirable	Evidence found
<ul style="list-style-type: none"> ● A good honors degree in a relevant subject, and/ or excellent subject knowledge (subject knowledge enhancement qualification) 	E	A
<ul style="list-style-type: none"> ● Possession of a recognised teaching qualification or 	E	A

<ul style="list-style-type: none"> ● willingness to engage in further training / development to obtain qualified teacher status (QTS) 		
<ul style="list-style-type: none"> ● Experience of teaching KS1/ KS2/ KS3/ KS4 (GCSE, Functional Skills and/or equivalent) curriculum and courses successfully, and an understanding of effective assessment strategies 	E	A/I
<ul style="list-style-type: none"> ● Experience of and firm understanding of assessment practices including marking, feedback, reporting, tracking and monitoring 	E	A/I
<ul style="list-style-type: none"> ● Experience of working in a Pupil Referral Unit/ Alternative Provision/ Special School 	D	A
<ul style="list-style-type: none"> ● Excellent communication and interpersonal skills 	E	I/R
<ul style="list-style-type: none"> ● Understanding and knowledge of, fundamental British values and experience of promoting the personal development and wellbeing of children 	E	I/R
<ul style="list-style-type: none"> ● The ability to adapt quickly to a new environment, establish good relations with pupils and gain their confidence 	E	I
<ul style="list-style-type: none"> ● Awareness and understanding of safeguarding and welfare of children 	E	I/R
<ul style="list-style-type: none"> ● Experience of working effectively with disaffected pupils who display social, emotional, mental health and behavioural difficulties and to evidence progress and outcomes for those pupils which are in line with their potential. 	E	A/I/R
<ul style="list-style-type: none"> ● Experience of working effectively with pupils with special educational needs and to evidence progress and outcomes for those pupils which are in line with the potential. 	E	A/I/R
<ul style="list-style-type: none"> ● Ability to engage pupils positively whilst maintaining consistent boundaries. 	E	A/I
<ul style="list-style-type: none"> ● 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. 	E	A/I

<ul style="list-style-type: none"> ● Evidence of development of new curriculum materials to engage disaffected young people, children and young people with special educational needs, social, emotional, mental health and behavioural difficulties. 	E	A/I
<ul style="list-style-type: none"> ● A commitment to curriculum and pastoral innovative and relevant practices. 	E	I
<ul style="list-style-type: none"> ● A commitment to reintegration and evidence of the ability to affect positive behavioural change to ensure successful reintegration for pupils. 	E	I
<ul style="list-style-type: none"> ● Excellent written and verbal communication skills and an ability to work effectively with schools, parents, young people and other agencies. 	E	A/I
<ul style="list-style-type: none"> ● A strong belief in the importance of supporting children and young people and inclusion in the widest sense. 	E	A/I
<ul style="list-style-type: none"> ● Recent experience of working effectively with other professionals within a classroom setting. 	E	A/I
<ul style="list-style-type: none"> ● Experience of working effectively with teams of teachers and support workers, displaying team commitment, professionalism and loyalty. 	D	A/I

Evidence found: A= Application I= Interview R= Reference