

Job Profile

Job Title:	Class Teacher (Inclusion Centre)
Reports to:	Headteacher / Deputy Headteacher
Hours:	Full time
Location:	The Flying Bull Academy, Buckland, Portsmouth, but required to work at any location where business is conducted that is within reasonable distance of the School.

Function of the post:

To provide teaching and learning that would be considered exemplary across all areas of the primary curriculum; ensuring the needs of all pupils are met, enabling pupils to develop and progress in a safe, supportive and encouraging environment.

Principal Accountabilities:

1. Provide a broad, balanced, relevant and stimulating curriculum and range of interventions, that are engaging and motivational and in accordance with the needs and circumstances of pupils.
2. Take responsibility to ensure Pupil Support Workers are aligned to the aims and outcomes of your teaching to ensure an effective and collaborative contribution for the benefit of all pupils;
3. Through the PACE approach, maintain good order, discipline and respect for others among pupils, promoting understanding of the school rules and values, safeguarding, health and safety and to develop relationships with and between pupils that enhances learning;
4. In liaison with the SENDCo, manage provision budget in accordance with school priorities, as identified within the School Improvement Plan – setting and meeting budget plans;
5. Improve outcomes for children and young people, who are unable to attend mainstream school, so that they can: be healthy; stay safe; enjoy and achieve and make a positive contribution;
6. Fully and actively support the Single Assessment Framework, Lead Professional role and information sharing and assessment protocols.
7. Maximise opportunities for children and young people to be included in mainstream provision
8. Make a positive contribution to the strategic aims, values and ethos of The Flying Bull Academy and the University of Chichester Academy Trust, working with colleagues and external professionals to achieve school plan objectives and targets

The following accountabilities will be determined according to your career stage as a Teacher, and relevant to the duties of your post.

Teaching and Learning Support

- Plan, resource and deliver effective schemes of work and lessons, setting clear lesson objectives, specifying how children will be taught and clarifying how learning will be differentiated;
- Evaluate own teaching and planning critically and use this to improve own effectiveness;

- Develop innovative and engaging high quality teaching, along with robust assessment for learning that meets the needs of all pupils and leads to improved learning outcomes and raised standards of education;
- In liaison with colleagues, ensure appropriate educational provision is in place for pupils with SEND and for pupils in other vulnerable groups;
- Develop and apply appropriate teaching techniques, providing high quality resources, planning adult intervention, and creating real and relevant experiences, to inspire interest, and nurture understanding and enthusiasm amongst pupils;
- Encourage children to think about and reflect upon their own learning, becoming resilient, independent, co-operative and adaptable learners;
- Show commitment to creativity and innovation in the effective use of appropriate technologies to enhance provision, engagement and pupil progress;
- Organise and plan for statutory testing as appropriate to subject and year group.

Planning and Managing Resources

- Contribute to the overall development of the school which may include resource management, budget management, programme planning and the strategic planning process;
- Contribute to whole school pupil assessment and target setting procedures, and moderation and monitoring systems, to ensure a robust analysis of pupil progress is maintained and used to inform intervention and future planning;
- Report on progress to parents and carers regularly including at consultation meetings and through an annual written pupil report;
- Maintain accurate pupil records, working with parents, carers and agencies as required, and with other colleagues including at times of transfer.

Communication

- Communicate effectively with staff at all levels, pupils, parents and carers, visitors and stakeholders;
- Report to Governors and staff as required.

Liaison and Networking

- Develop links with external contacts such as other educational, authoritative and professional bodies to foster collaboration and share good practice;
- Contribute to a community where parents and carers are valued and in which they have access to appropriate up-to-date information, to support and improve their child's progress.

Teamwork

- Maintain a high standard of professionalism that enables effective working with colleagues to deliver school improvement;
- Act to resolve conflicts effectively within and between teams.

Pastoral Care

- Take responsibility for ensuring effective and competent management of resolving pupil issues and ensuring support is in place as required;
- Create a positive culture where staff and pupils feel safe and are valued, where all pupils' needs are supported and where all stakeholders work together effectively for the benefit of the pupils;
- Take responsibility to ensure pupils are aware of and adhere to the expected behaviour and conduct within both the classroom and around the school, in accordance with the school's behaviour policy and in line with best practice;
- Be committed to safeguarding all children and staff at the school, in accordance with child protection and safeguarding policies;
- Ensure all practices relating to safeguarding and child protection are effective.

Teachers' Standards (England):

You will be expected to uphold the principles of the Teachers' Standards and it is expected you will perform at a level that is consistently good or better across the current Teachers' Standards (England).

Framework:

Professional responsibilities and duties should be undertaken in line with the contractual framework for teachers set out in the current School Teachers' Pay and Conditions document, the Academy's Code of Conduct, Academy and Trust related policies and procedures and in line with statutory obligations and regulations that apply to academies within a multi-academy trust and or as directed by the University of Chichester Academy Trust.

The duties contained within this job profile should not be regarded as exclusive or exhaustive and you may undertake a range of other duties appropriate to the salary grade and in line with the context of your role. In consultation, the University of Chichester Academy Trust reserves the right to update your job profile to reflect changes in, or to, your post.

Equality and Inclusion:

The University of Chichester Academy Trust and the Academy believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support this the Academy has a number of policies that you should ensure you are familiar with and compliant to. Any breaches may lead to termination of employment.

Right to Work:

British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. Please advise if you require any guidance or further information.

Health and Safety:

You are responsible for ensuring that workplace responsibilities within the Section are carried out with full regard to, and in support of, the School's Health and Safety Policies.

Sustainability and Environment:

The University of Chichester Academy Trust is committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of regional and local environmental issues. The University of Chichester Academy Trust will support the academy in continuously seeking to find ways to improve its environmental performance and all staff are required to support these aims.

Data Protection:

You will be responsible for conducting activities in compliance with the requirements of the Data Protection Act 2018 and the Employment Practices Data Protection Code, especially concerning confidentiality, treatment of personal information and records management.

Safer Recruitment:

The University of Chichester Academy Trust and School are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure all our recruitment and selection practices reflect this commitment.

New members of staff will be required to apply for Disclosure Service certification as part of the School's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at www.homeoffice.gov.uk/dbs.

Person Specification:

Essential requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

	Essential	Desirable	Evidenced through
Knowledge and Qualifications	<p>Qualified Teacher Status, with evidence of continual professional development relevant to the post</p> <p>A sound understanding of effective approaches to teaching and learning for pupils with SEMH/ASD needs.</p> <p>A sound understanding of issues facing those with SEMH needs, including risk factors relating to substance misuse, offending behaviour, self-esteem, social skills, risk taking behaviour and/or medical.</p> <p>Understanding of assessment for learning and its use to raise standards</p> <p>Current knowledge of safeguarding legislation and government guidance relevant to the position</p>	<p>Evidence of recent study, in respect of effective practice for young people with SEMH/ASD needs.</p> <p>Knowledge of equality and health and safety legislation within the context of school compliance</p>	<p>Application Documentary evidence Interview</p>
Skills	<p>Demonstrable evidence of the skills required to be an excellent classroom practitioner which makes learning exciting, challenging and relevant, with cross curricular and ability to differentiate teaching and learning for pupils of all abilities and needs</p> <p>Ability to work effectively with children and young people with SEMH/ASD needs</p> <p>A skilful communicator with strong, interpersonal and presentation skills, both verbal and written</p> <p>Ability to create a vibrant, collaborative, happy and challenging learning environment</p> <p>Ability to plan and implement a cohesive, creative and innovative curriculum</p>	<p>Creative and innovative approach to using the latest technologies within the curriculum for enhanced pupil learning</p>	<p>Application Interview Presentation References</p>

Experience	<p>Experience of successfully raising attainment and increasing pupil progress</p> <p>Evidence of recent innovative curriculum development in respect of pupils with SEMH needs</p> <p>Experience of systematically assessing, monitoring and evaluating pupil attainment, and adjusting provision, in order to accelerate progress</p>	<p>Experience of teaching in a range of schools with different contexts</p> <p>Experience of participating in extra-curricular activities, residential and local visits to enrich learning experiences</p> <p>Experience of being inspected by OFSTED</p>	<p>Application Interview References</p>
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	<p>Experience of collaborating and building effective relationships with parents, carers, colleagues and the wider community</p> <p>Successful experience of teaching children with SEND and other vulnerable groups</p> <p>Evidence of recent innovative curriculum development in respect of pupils with SEMH/ASD needs</p> <p>Experience of collaborative working with multi-agencies for the benefit of the pupils</p>		
Personal attributes	<p>Enthusiastic, positive and approachable, with the presence to inspire confidence and trust, combined with a love of teaching and seeing children progress and develop</p> <p>Strong working ethos with a high level of commitment to the school, its improvement, its ethos and its values; welcomes accountability to a wide range of groups</p> <p>Ability to work effectively as part of a team and form positive relationships with pupils, parents and carers, colleagues and the wider community</p> <p>Commitment to excellence in learning and teaching, whilst recognising the importance of work-life balance</p> <p>Adaptable and sensitive when dealing with challenging situations with the ability to be reflective and self-critical and to respond to feedback</p> <p>Willing to share expertise, knowledge, skills and ability to support and encourage others</p> <p>Promote and support positive and high standards of behaviour</p>		<p>Interview</p> <p>Presentation</p> <p>References</p>