



Core/Nurture Group Teacher



Job Description

1. Purpose

- Carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
- To ensure that all students achieve their maximum potential.

2. Organisation Structure

Reporting to:	Assistant Headteacher: SENCo/Inclusion
Liaising with:	Head/Deputies, Key Stage 3 & 4 Pastoral Leaders, Student Support Services and relevant staff with cross-school responsibilities, relevant non-teaching support staff, LA staff, parents.

3. Key Accountabilities

Teaching and Learning:
<ul style="list-style-type: none"> • To lead the learning of a group of pupils who experience a range of needs and challenges (primarily social, emotional and behavioural). • To play a lead role in the development of the nurture group in accordance with nurture group principles to ensure that barriers to learning are reduced and to support students achieve their full potential. • To plan and deliver engaging and motivating experiences relevant to the nurture group principles (children's learning is understood developmentally; the classroom offers a safe base; nurture is important for the development of self-esteem; language is understood as a vital means of communication; all behaviour is communication; transitions are significant in the lives of children). • To develop an appropriate, broad, balanced, relevant, differentiated and challenging curriculum to all pupils. • To follow the KS2/KS3/KS4 core curriculum as appropriate to the individual needs of the pupils within the nurture provision. • To provide support for a named group of children through a carefully structured timetable that balances learning and structure within a caring atmosphere. • To work with the SENDCo and Assistant SENDCo to monitor the progress of pupils ensuring the reduction in barriers to learning, increase in inclusion into their mainstream classroom and secure excellent progress for all pupils. • Where appropriate ensure all objectives on each individual child's Educational Health Care Plan or SEN support plan are addressed continually enabling at least good progress. • To manage the work of the member of support staff, including timetables and assessments. • In line with school policy, mark and provide feedback on pupils' work set in school and for homework so that they understand how to improve. • To regularly review progress and monitor the integration of all nurture group pupils within the mainstream classrooms. • To work in partnership with classroom teachers to provide a personalised learning and behaviour plan for pupils experiencing social, emotional and behaviour difficulties. • Whilst maintaining appropriate professional boundaries between adults and children, establish secure and trusting relationships with pupils to facilitate their learning and development. • Work positively in partnership with the child's parents/carers and external agencies as appropriate to support named children's social, emotional and academic development.

<ul style="list-style-type: none"> • To ensure a consistent approach to managing behaviour and promoting positive attitudes to learning. • To attend and contribute appropriately to Educational Health Care Plan Reviews, SEN reviews, pupil progress meetings and parent's meetings. • To provide or contribute to oral and written assessments relating to individual pupils or groups of pupils, internally, with parents and outside agencies. • To contribute to whole school planning activities. • To undertake and appropriate programme of teaching in accordance with the duties of a main scale teacher as set in the School Teachers' Pay and Conditions document, other current educational and employment legislation and the school's Articles of Government. • To assist the Subject Lead to monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary. • To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description
<ul style="list-style-type: none"> • To contribute to PSHCE, citizenship and enterprise according to school policy. • Play a full part in the life of the school community, support its distinctive mission, vision and ethos, and encourage and ensure students follow this example. • Act as a role model for others through the setting of high personal standards of classroom practice in order to develop a stimulating and challenging learning environment which secures effective learning and provides high standards of achievement, behaviour and discipline. • Have a key role in promoting an atmosphere conducive to effective teaching and learning ensuring that pupils are exposed to the highest quality teaching. • To support the Subject Lead in the preparation and delivery of schemes of work for all year groups in order to promote continuity, breadth, balance and progression in pupils' learning, ensuring that each pupil has the opportunity to maximize her/his potential. • Take responsibility for pupil behaviour and ensure that relationships between staff and pupils are harmonious leading to highly productive and well-motivated classes. • Ensure that differentiated teaching materials are available and, in the case of pupils who are identified as gifted and talented (G&T) and with special educational needs (SEN), that individual education plans (IEP) for pupils with SEN are in use.
Curriculum
<ul style="list-style-type: none"> • Plan and prepare lessons in line with subject schemes of work, using appropriate teaching methods and resources. • Mark and monitor students' class and homework providing constructive oral and written feedback, and setting targets for students' progress and putting in interventions as necessary. • Contribute to the development of schemes of learning and Subject/Faculty/PSHE policies. • Undertake rigorous form tutoring/PSHE lessons, making planned and effective use of all teaching and tutoring time.
Students
<ul style="list-style-type: none"> • Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline. • Undertake student supervisory duties and cover for absent colleagues in line with school procedures. • Operate school and subject rewards policy. • Assess and record each student's progress, including through observation, questioning, testing and marking. • Make every reasonable effort to ensure delivery of the school's Home School Agreement.
Monitoring

<ul style="list-style-type: none"> • Understand and make effective use of national, local and school data to set clear targets for students' achievement and to monitor progress. • Meet tracking and reporting deadlines. • Contribute to Subject monitoring of the assessment of students. • Keep Subject Leads and Form Tutors informed about student progress and behaviour and action taken.
Communication
<ul style="list-style-type: none"> • Contribute to meetings and discussions about teaching methods, schemes of learning, student progress and Subject policies • Keep parents and line managers informed about student progress/concerns and action taken • Attend relevant parents' evenings • Maintain familiarity with statutory assessment and reporting requirements and know how to prepare and present informative reports to parents
Performance Management
<ul style="list-style-type: none"> • Review own professional development and identify training needs • Take part in rigorous and effective performance management arrangements
Budgets/ resources
<ul style="list-style-type: none"> • Monitor appropriate expenditure • Identify resource needs • Operate stock control system • Keep subject and form rooms tidy and have effective displays • Follow agreed safety procedures for the Subject
Other
<ul style="list-style-type: none"> • To make a substantial and sustained contribution to the school. • To continue to meet standards and to grow professionally by developing subject expertise. • To provide a role model for professional practice and to make a distinctive contribution

4. Key Challenges & Targets

1. To support the Subject Lead to develop the subject ensuring that the majority of students attain a Level 2 qualification in the subject(s) at the target grade.

5. Knowledge and Experience

Qualifications	
Good academic qualifications relevant to the post	E

Professional Competence and Leadership	
Have a high regard for young people and the learning process	E
Have the ability to articulate and maintain vision for high quality education	E
Be efficient, highly organised and able to deal effectively with a heavy workload	E
An ability to get the best out of students and to work well with colleagues.	E
Have a working knowledge of ICT applications including use of Microsoft Office and be willing to use a range of modern technologies to enhance classroom practice in the Faculty	E

Experience	
An excellent record of enthusiastic and successful teaching, or teaching practice.	E
Of working in a specialist college	D
Appreciation of the potential of Arts, Sport and Health in enhancing the education of young people	D

Interpersonal Skills	
Have the ability to communicate effectively verbally and in writing	E
Have the ability to establish good working relationships with staff, parents and the wider community	E

Personal Qualities and Commitment	
Have personal impact and presence	E
Show on-going commitment to own personal development and training	E
Have energy, dynamism and a sense of humour	E
A record of participation in the extra-curricular life of a school, as teacher or student-teacher.	D

6. Terms and Conditions

Working Time:	195 days per year. Full time
Disclosure level	The school is committed to safeguarding and promoting the welfare of children and young people and the post is subject to a satisfactory Criminal Records Bureau (DBS) Enhanced Disclosure
TLR Level	
Professional Development	In line with the needs of the individual, the faculty and school policies.