

Job Description and Person Specification

Job Title: English Teacher

Grade:	Main Pay Scale plus 1 SEN point
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Reporting to:	Headteacher
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Hours:	Full time
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Location/Base: The Priory Centre, Wakefield

Overall Purpose of the Post:

The successful candidate will work to inspire and motivate groups of pupils and plan and deliver outstanding learning opportunities, whilst securing a nurturing, supportive classroom environment with high expectations for all our pupils, to enable them to achieve their potential.

The successful candidate will be responsible and accountable for achieving the highest possible outcomes for all students and building close, collaborative and respectful relationships with students, their carers and other external agencies. You will be a strong advocate of Priory Centre values and actively contribute to achieving the vision of the school at an exciting time.

The requirements of this role are to carry out the professional duties of a teacher outlined in the most recent Teacher's Pay and Conditions document, including Teachers Professional Standards.

Key Outcomes/ Activities

- Coordination of tracking and assessment processes to monitor, report and evaluate the effectiveness of the curriculum and its impact on pupil progress, both academic and personal/social.
- Pastoral responsibility for named pupils within the school including the setting and reviewing of targets through additional needs plans.
- Responsibility for sharing progress with schools, parents and agencies, through home

reports and phone calls.

- Set individual targets (academic and personal/social), review and report on progress for all pupils.
- Plan, deliver and review the curriculum (including schemes of work and lesson plans) for individuals and groups of pupils.
- Provide a stimulating educational environment for specific groups of pupils with a range of needs.
- Contribute towards curriculum development and differentiation across the school.
- Contribute to the planning, delivery and review of the overall curriculum.
- Share in maintaining good order and discipline.
- Support pupils and staff where necessary.
- Prepare reports as necessary for assessing, planning, monitoring, reviewing and evaluating pupils' progress.
- Attend meetings as required by the Head Teacher.
- Advise schools with regard to the SEN Code of Practice where required.
- Contribute to the maintenance of up-to-date records within the school.
- Support pupils and their parents/carers in enabling pupils to make the most of the educational opportunities offered by the school.
- Liaise with other agencies when appropriate i.e. (Social Services, YOT, CAMHS, and Connexions etc) to develop education plans for individuals in the school.

Main Duties and Responsibilities

- Keep abreast of developments in the areas of the National Curriculum, Special Educational Needs and teaching and learning.
- Participate in Continuing Professional Development (CPD) and Performance Management as negotiated with the Head Teacher.
- To carry out any other duties, appropriate to the level reasonably expected of a teacher paid on 1 SEN point, relating to the efficient organisation of the school.
- Take reasonable care of the health and safety of self, other persons and resources whilst at work.
- Co-operate with management of the school as far as is necessary, to enable the responsibilities placed upon the Trust under the Health and Safety at Work Act to be performed, e.g. operate safe working practices.
- It is the duty of the teacher not to act in a prejudicial or discriminatory manner towards service users or employees. The teacher should also counteract such practice or behaviour by challenging or reporting it.
- Be responsible for carrying out the appropriate duties set out in the Teachers' Pay and Conditions Document as directed by the Head Teacher.
- Teaching resources are researched, selected and prepared that meet the diversity of pupils' needs and interests.
- Information Communication Technology (ICT) is used effectively to support learning activities and pupils' competence and confidence is increased as a result of staff's use and encouragement.
- Pupils' records of progress, attendance and attainment – including target setting and case work notes - are maintained and analysed in order to evidence interventions, actions taken, value added and successes.

- Relevant training and development/performance management to improve practice, through observation, reflection, evaluation and discussion with colleagues is participated in, as required by the Head Teacher / Line manager.
- Positive and quality working practices and inter-agency liaison is in place with host schools and external agencies.
- Adhere to the school's policies and ensure they are applied consistently.

General

- Other duties and responsibilities of an equivalent nature are undertaken, as may be determined by the post holder's supervisor from time to time, in consultation with the post holder
- Carry out your duties with due regard to current and future school policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, induction and on-going performance development and through school communications.
- As part of your wider duties and responsibilities, you are required to promote and actively support the school's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It is about everyone who may be vulnerable, including staff.

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Equality and Diversity Statement

The school will seek to ensure that all existing and potential employees and students are given equal opportunities for employment and education. It is committed to the elimination of unlawful or unfair discrimination on the grounds of any of the protected characteristics (as defined by the Equality Act 2010). The school will seek to ensure that no applicant for employment or education is disadvantaged by conditions or requirements which cannot be justified. The school provides an open, welcoming and safe environment for all its pupils, employees and visitors.

Safeguarding Statement

The school is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. We adopt a consistent and rigorous approach in the recruitment and selection processes, with the aim of ensuring that those recruited are suitable for such an important and responsible role. The intention is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to pupils within the organisation. The recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice. Employees are required to undertake appropriate safeguarding and other checks which may include:

- Evidence of entitlement to work in the U.K.;
- Evidence of essential qualifications;
- Two satisfactory references;
- Formal interview process which may include tasks;
- Confirmation of medical fitness for employment;
- Registration with appropriate bodies (where applicable);
- Evidence of a satisfactory safeguarding enhanced Disclosure and Barring checks.

Applicants called for interview should note that the interview itself (and/or any additional tasks to be performed, if applicable) will, as appropriate to the role:

- Focus on the requirements to carry out the duties of the job, as described;
- Explore issues relating to the safeguarding and promoting the welfare of children, including:
 - Motivation to work with children and young people;
 - Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
 - Emotional resilience in working with challenging behaviours;
 - Attitudes to use of authority and maintaining discipline.

Prevent Statement

All employees are required to uphold the values of democracy, rule of law, individual liberty and tolerance and have mutual respect for those with different faiths and beliefs.

Application Details

Applicants for this post are asked to:

1. Complete the application form
2. Complete the equality and diversity forms; 2
3. Include a supporting statement as part of your application or in a supporting letter of application if you consider it useful.

The closing date for the role is: 14th October 2020, 12pm. Please send completed applications to Cath Heptinstall.

Person Specification

Key Criteria	Essential	Identified
Knowledge, Education and Training	<p>1.1 Hold Qualified Teacher Status</p> <p>1.2 Have evidence of recent, relevant CPD to fulfil the requirements of the role</p> <p>1.3 Knowledge of equality of opportunity issues and how they can be addressed in schools</p> <p>1.4 An excellent understanding of current theory and practice of best practice in teaching and learning</p> <p>1.5 A good understanding of strategies in relation to raising pupils' attainment</p> <p>1.6 Good understanding of effective strategies for gaining and maintaining high standards of behaviour</p> <p>1.7 Up-to-date understanding of safeguarding issues and procedures</p> <p>1.8 An understanding of the role of parents / carers and the community in school improvement and how this can be promoted and developed</p> <p>1.9 Willingness to support and develop staff in the best use of teaching methods and behaviour strategies</p> <p>1.10 Knowledge of effective curriculum management and delivery</p>	Application Form / Interview / Selection Process
Relevant Experience	<p>2.1 Recent and successful experience as an English teacher</p> <p>2.2 Evident understanding and application of Quality First Teaching</p> <p>2.3 A proven track record of raising attainment in maths and English</p> <p>2.4 Evidence of providing opportunities for English or is passionate about providing opportunities for English</p> <p>2.5 Successful experience of teaching maths and English to entry level</p> <p>2.6 Experience of managing and using pupil attainment and tracking data</p> <p>2.7 Experience of initiating and implementing</p>	

	<p>strategies to improve parental involvement in their children's learning</p> <p>2.8 Experience of working with pupils with social, emotional & mental health difficulties either in mainstream or special schools</p> <p>2.9 Experience of liaison and co-operation with other professional agencies</p>	
Aptitudes, Skills and Competencies	<p>3.1 Excellent teacher</p> <p>3.2 Demonstrate the ability to enthuse and motivate hard to reach learners</p> <p>3.3 Be able to articulate a clear vision for high quality teaching and learning in alternative provision context</p> <p>3.4 Have a positive personal presence, good communication skills and a sense of humour</p> <p>3.5 Relate well to pupils and be responsive to their needs</p> <p>3.6 Be able to develop and maintain effective relationships with all members of the school community and outside agencies</p> <p>3.7 Be approachable, accessible and flexible</p> <p>3.8 Be able to work effectively under pressure, prioritise appropriately and meet deadlines</p> <p>3.9 Motivated to work with children & young people with a wide range of learning, social and emotional, mental health and other medical needs</p> <p>3.10 Emotional resilience in working with young people who sometimes exhibit challenging behaviours</p>	
Any Additional Factors	<p>4.1 Act as a role model and represent the school both internally and externally</p> <p>4.2 Understanding and commitment to working in line with legislation and school policies and procedures</p> <p>4.3 Commitment to ongoing personal training and development</p> <p>4.4 Willingness to work outside of normal school hours on occasion</p>	

	4.5	Willingness to undertake an enhanced Disclosure and Barring Service check, pre-employment and two yearly	
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