



JOB PROFILE

Post Title: Unqualified Teacher/Teacher of ICT & Computing

Location: Stephenson Academy

Accountable to: Deputy Principal

Grade: UQTS/MPS/UPS

JOB PURPOSE

To deliver ICT subjects to students, aged 11-16, all of whom have an Education Health Care Plan with a primary need of social, emotional and mental health. Teaching will cover Key stage 3 and 4 curriculum. Depending on the starting point and ability of students, qualifications range from Entry Level and BTEC, Cambridge Nationals, to GCSE, or equivalent at Key Stage 4. We are looking for a passionate and highly skilled practitioner who is able to engage learners within their subjects and support students on their pathway to success, both in their subject, and holistically, making positive contributions to our community and society.

PRINCIPAL ACCOUNTABILITIES

- Prepare and deliver an appropriately broad, balanced, relevant and differentiated curriculum to meet students' needs
- Teach consistently high quality lessons, incorporating a range of QFT strategies to meet students' needs
- Have a passion for working with students with SEMH needs
- Facilitate and encourage learning experiences which provide students with the opportunity to achieve their individual potential
- Facilitate and promote opportunities to build confidence and self-esteem around health and well-being and self-image, contributing to personal and academic growth
- To contribute to raising standards of achievement across the school
- Manage student behaviour and apply appropriate and effective use of school policy and procedures, in line with the values and ethos of the Academy, so that effective learning can take place
- To comply with Keeping Children Safe in Education and associated safeguarding policy and practice of the Academy to ensure the safety and well-being of the students
- To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policy
- To follow whole school monitoring and tracking systems relating to students attainment, progress and achievement
- To follow department policy regarding department tracking of student progress and use information to inform learning and teaching

- Undertake pastoral duties, such as taking on the role of form tutor, and supporting students on an individual basis through academic or personal difficulties.
- Organise and facilitate extracurricular activities, trips and enrichment activities related to your subject
- Communicate with parents and carers over students' progress and participate in departmental meetings, parents' evenings and whole school CPD and training events.
- Liaise with other professionals, internally such as learning mentors, inclusion mentors, SENCO and therapeutic staff and externally such as multi-agency professionals
- Prioritize and manage time effectively, ensuring continued professional development in line with the role.
- Update professional knowledge and expertise as appropriate to keep up to date with developments in SEND, Quality First Teaching practice and methodology.
- To play a full part in the life of the school community, to support its mission, values and ethos and to encourage staff and students to follow this example
- To actively promote school policies, procedures and professionalism
- To undertake duties before the school day, at break, over the lunch period and after the school day on a rota basis
- Any other reasonable duty deemed necessary by the Head of School.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Head of School

Person Specification

JOB TITLE: Unqualified Teacher/ Teacher of ICT

LOCATION: Stephenson Academy

Please show, in no more than 2 sides of A4, how you believe you meet all the essential criteria listed under A [Application Form] and, where you are able, those listed under D [desirable]. We will use your completed Application Form and the information contained in the up to two-page enclosure to shortlist candidates. CVs will not be considered.

Assessed: A= Application Form, I= Interview, T= Task, E= Essential / D = Desirable

CRITERIA		E/D	ASSESSMENT
EXPERIENCE/ KNOWLEDGE	<ul style="list-style-type: none"> Accurate and up to date knowledge of issues in teaching and learning including learning styles, assessment for learning and examination specifications in ICT An excellent classroom practitioner Successful experience of working with SEND students with social, emotional and mental health needs ICT literate An ability to use data to understand target setting and track student progress/apply appropriate intervention Excellent communication skills Ability to plan, prioritise, delegate, organise self and others; manage, monitor, evaluate and review one's own work and that of others Ability to work on own initiative and in teams Keen to develop 21st century learning platforms 	E E D E E E E E D	A/I I A/T A/I/T A A/I T/I I A/I
TECHNICAL JOB RELATED SKILLS	<ul style="list-style-type: none"> Knowledge and experience of strategies to support students with social, emotional and behavioural challenges Knowledge of SIMS management systems as used in schools Understanding of and achievement in application and dissemination of good practice in curriculum provision 	E D E	A/I A A/I
PERSONAL JOB RELATED SKILLS	<ul style="list-style-type: none"> Excellent attendance and punctuality and professionalism Enthusiasm, personal dynamism, determination and stamina Integrity, tact, reliability, emotional resilience, self-confidence and personal presence A commitment to professional standards, quality and continuous improvement Ability to manage the often conflicting demands of the post 	E E E E E	A A/I/T T/I A/I I

EDUCATIONAL QUALIFICATIONS	<ul style="list-style-type: none"> • Qualified to degree level • QTS • Evidence of relevant further professional development 	E D D	A A/I
OTHER REQUIREMENTS	<ul style="list-style-type: none"> • Willingness to be flexible with duties to respond to the school's needs • Ability to be creative and innovative in the setting up of procedures and policies • The ability to adapt to an ever-changing educational environment 	E E E	A/I A/I A/I/T

Stephenson (MK) Trust is an Equal Opportunities employer. We are also committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the Trust on its behalf. An enhanced Disclosure and Barring Service Certificate is required prior to commencement of this post.