

Job Description for the Post of Information Technology (IT) Teacher, The PRIDE Academy

Job Purpose:

To fulfil the professional standards expected of all teachers, creating engaging and stimulating learning opportunities through a creative and inclusive IT curriculum that supports the development and progression of all learners. You will plan and deliver well-structured, relevant and differentiated IT lessons that meet a wide range of abilities and students' social, emotional and communication needs, ensuring all can participate, express themselves and reach their full potential. Working collaboratively with the Senior Leadership Team, you will contribute to the development, review and evaluation of the IT curriculum, while maintaining a well-resourced and organised environment. You will promote positive behaviour, supporting students to take responsibility for their actions, and create a person-centred classroom. In addition, you will engage with support and therapeutic teams, as well as parents/carers, to support student progress and wellbeing, while maintaining a commitment to professional development and continuous improvement.

Key Responsibilities:

Teaching and Learning

- Implement assessment procedures in accordance with Orchard Hill College & Academy Trust (OHC&AT) policies and the requirements of awarding bodies and prepare and participate in internal and external verification and moderation procedures including attendance at associated meetings.
- In accordance with OHC&AT policies and guidelines, maintain course and learner records; carry out tracking and monitoring of learner performance and provide information, data and statistical returns as required, using student record information systems as required.
- Contribute to the preparation of course materials.
- To ensure that individual behaviour strategies are incorporated into all planning for teaching and learning, are rigorously monitored and evaluated and appropriately changed when required.
- To participate in all aspects of assessment, ensuring any assessment reflects the learning needs of our students including SMSC, personal, social and emotional development.
- Work collaboratively with the school's therapy teams in setting up joint targets and implementing therapy programmes.
- To track the progress of students with Social, Emotional and Mental Health needs using the available data and monitor the impact of interventions, sharing this with the SENCo and other relevant professionals.

Leading and Developing

- To contribute to the culture of continuous professional development for educational support staff, where learning and development activity is closely linked to individual, team and organisational priorities.
- Develop a holistic approach to meeting Social, Emotional and Mental Health needs, enabling learners to make good progress by working with other teachers, support staff, families and external agencies.
- Support the reflective and restorative culture taking into account the personal, social and emotional needs of students.
- Promote equality of opportunity and diversity in all aspects of the job and challenge inequality and discrimination and/or report concerns as appropriate.
- Work as a member of the team, planning cooperatively, sharing information, ideas and expertise.
- Establish good relationships with families to promote students' learning and development.
- Contribute to the development and implementation of Individual Education/Behaviour Plans, Risk Assessments, Personal Care and Therapy Care programmes for students.
- Establish therapeutic relationships with students and interact with them according to individual needs.
- To provide support in the delivery of specialist interventions, taking a lead where appropriate.

Additional duties

- To develop and enhance expertise in supporting students with complex social, emotional and mental health needs by attending training and working alongside relevant internal and external professionals such as psychologists and therapists.
- Provide outreach to those students unable to access the curriculum within school.
- Cover classes for absent colleagues in accordance with OHC&AT guidelines, which may be reviewed from time to time.
- Carry out administrative tasks related to courses and attend meetings as required by Senior Leadership Team.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Support the Senior Leadership Team in all health and safety matters and take reasonable care for the health and safety of yourself and other persons who may be affected by your acts or omissions at work.
- Support the marketing of courses both inside and outside the OHC&AT including attendance at open events. This will involve flexible working (i.e. occasional evenings).
- Undertake all duties and responsibilities in accordance with OHC&AT policies and relevant legislation, inclusive of Equal Opportunities, Health & Safety, Data Protection, Child and Vulnerable Adult Protection, Financial regulations and Quality frameworks. To report any concerns to the appropriate person.
- Lead extra-curricular activities (lunchtimes, before and after school as appropriate).
- If required, act as a personal tutor for groups of learners.
- Undertake any other duties consistent with the objectives and level of responsibility of the post as may be required by the Senior Leadership Team and/or OHC&AT.

Additional notes

- Job Descriptions are to be reviewed annually
- The responsibilities listed above are the essentials of the post; it is always open to the postholder to propose ways of extending these responsibilities
- This job description is not exhaustive and you may be asked to carry out other duties commensurate with the role.

Person Specification for the Post of Information Technology (IT) Teacher, The PRIDE Academy

The Person Specification shows the abilities and skills you will need to carry out the duties in the Job Description. Shortlisting is carried out based on how well you meet the requirements of the Person Specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your Application Form. If you are selected for interview, you may be asked also to undertake practical tests to cover the skills and abilities shown below.

| Area | Requirements | Essential/Desirable |
|-----------------------|--|----------------------------|
| Qualifications | Qualified Teacher Status (QTS) or equivalent | Essential |
| | Degree or recognised qualification in IT, Computing or a related subject | Essential |
| | Evidence of up-to-date safeguarding training | Essential |
| | Additional training in SEMH, trauma-informed practice or behaviour management | Desirable |
| Experience | Experience teaching IT/Computing across a range of abilities | Essential |
| | Experience working with students with social, emotional and mental health (SEMH) needs | Essential |
| | Experience managing challenging behaviour in a classroom setting | Essential |
| | Experience planning, differentiating and delivering personalised learning | Essential |
| | Experience assessing, tracking and reporting on student progress | Essential |

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| | Experience in a special school, alternative provision or nurture setting | Desirable |
| Knowledge & Understanding | Strong subject knowledge in IT/Computing, including digital literacy, programming and online safety | Essential |
| | Understanding of SEMH needs and their impact on learning and behaviour | Essential |
| | Knowledge of inclusive and adaptive teaching strategies | Essential |
| | Clear understanding of safeguarding and child protection responsibilities | Essential |
| | Knowledge of behaviour management strategies, including de-escalation and restorative approaches | Essential |
| | Understanding of the SEND Code of Practice and EHCP processes | Desirable |
| Skills & Abilities | Ability to plan and deliver engaging, structured and differentiated IT lessons | Essential |
| | Ability to build positive, consistent relationships with vulnerable students | Essential |
| | Strong behaviour management skills with a focus on de-escalation | Essential |
| | Ability to create a safe, supportive and well-managed learning environment | Essential |
| | Ability to use assessment data to inform teaching and support progress | Essential |
| | Strong communication skills with students, staff, parents and external professionals | Essential |
| | Ability to work collaboratively as part of a multidisciplinary team | Essential |
| Personal Attributes | Resilient, patient and emotionally intelligent | Essential |
| | Empathetic, adaptable and non-judgemental | Essential |
| | Calm under pressure and able to respond effectively to challenging situations | Essential |
| | Committed to inclusive education and improving outcomes for vulnerable learners | Essential |
| | Reflective practitioner with a commitment to ongoing professional development | Essential |

Orchard Hill College & Academy Trust is proud to be a Disability Confident Employer, committed to creating an inclusive and supportive workplace for all.

Orchard Hill College & Academy Trust endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

*This **Job Description** and **Person Specification** is current but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in job requirements which are commensurate with the job title and grade in line with the school's changing needs.*

*In line with the statutory guidance in Keeping Children Safe in Education, the Trust reserves the right to request and review references **prior to interview** as part of our safer recruitment process. Any concerns raised will be followed up with the applicant before a recruitment decision is made.*