**Welcome Letter**

Dear applicant,

Thank you for your interest in the position of Primary Class Teacher working at The Brookfield School, a rapidly improving Academy based in rural Herefordshire.

The Brookfield School is a specialist setting with 93 students, although this fluctuates due to our in-reach and intervention programs. The school serves students from all over Herefordshire and into the surrounding counties. All students have an EHC Plan for SEMH but many also have secondary special educational needs such as Autism or ADHD.

The School is a Single Academy Trust, managed by a Board of Trustees appointed from December 2019 onwards. This represented a new start for the School after a period of turbulence including a significant and wide-reaching restructure. The School is going from strength to strength under the direction of the new Head teacher, Deputy Head teacher and Board of Trustees and works closely with parents, students and other agencies to meet the needs of individuals.

Our ethos is centered on a Trauma Informed approach to education with therapy informed practice and a sense of empathy and compassion towards our pupils.

As a result of our established vision, ethos and Leadership Team, the school is recognized as being a strong provision which works well with local mainstream Primary schools to get the best outcomes for the child. The LA have also worked closely with the Headteacher in order to tailor the provision of the school to local need and to develop the school site so that is creates high aspirations for our pupils.

The Brookfield School provides in-reach support to around 20 pupils each year across Herefordshire.

This is a 12-week part time placement or full-time provision for permanently excluded pupils or pupils at risk of permanent exclusion who are awaiting an EHCP for Social, Emotional Mental Health needs until they are ready to be reintegrated into mainstream or Specialist settings. We also offer short term assessment placements when a child is exclude form mainstream, the SEN teams are unable to identify the primary SEND need of a child or when a child has moved into the local area from out of county.

We are committed to high quality professional development and career opportunities for all staff and have an excellent record of internal growth and development.

This role will inevitably involve a considerable amount of partnership working across the Local Authority to search out great practice to ensure wonderful opportunities for our young people.

It is essential for the successful candidate to have a strong passion for working within an SEMH school; with the commitment to bring out the best in all the children and ensuring it is a rewarding, positive experience which builds towards an exciting future. You will need resilience, humour, compassion and empathy to bring out the best in our pupils and to work in our supportive team. In return, we offer a friendly work place

I look forward to hearing from you and warmly invite you to come into school to discuss the role in person and to see our happy, welcoming school.

Kind regards

Michelle Parkes

Headteacher

If you would like an informal discussion about the role or the school, please contact me on mparkes@brookfield.hereford.sch.uk

**Our Vision:**

To enable every child to become:

Confident, Resilient, Emotionally Literate, Ambitious learners who are Tolerant and Effective Communicators; prepared for adulthood as part of modern Britain.

**Our Values:**

We have adopted a trauma informed approach to best support our pupils in all aspects of their school lives. Through this approach we aim to:

* Respond effectively to our vulnerable pupils and those who have suffered a trauma or have a mental health or social communication issue.
* Develop an understanding of the long-term impact of specific adverse childhood experiences and how to enable our pupils to work through their feelings
* Know how to respond to children who are in distress in ways that help them to emotionally regulate, feel psychologically safe and develop the capacity to handle stress well over time
* Work to increase the protective factors and ‘safety cues’ in the school culture to prevent adverse childhood experiences from becoming long-term mental, physical and societal health problems.

Staff are trained to be emotionally available in the ways they relate to our pupils and to deliver interventions specifically designed to support them. We need to understand how to help our pupils make sense of what has happened to them. To this end we intend to:

* Learn to relate to our pupils in ways that alleviate their suffering, support their learning and make them feel cared for and appreciated
* Learn how to relate with our pupils in ways that enhance their self-esteem, confidence and feelings of psychological safety.
* Know how to listen and empathise when our pupils want to talk about painful issues and help them reflect and resolve
* Develop an in-depth understanding of what it’s like for our pupils to suffer from specific mental health problem (e.g. depression/ anxiety) and feel confident in offering them accurate empathy, understanding and key psycho-education without inferring meaning
* Employ strategies for early intervention (early indicators of mental health difficulties), know our limits of competence and refer on to other agencies, when these are available.

We use a PACE approach as part of our therapeutic informed practice which has the core values of:

Playfulness (Creating an atmosphere of interest when you communicate. Having fun, and expressing a sense of joy).

Acceptance

Curiosity (without judgement)

Empathy

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| \\7009-VM-FS01\aadams\Desktop\Brookfield Logo feb 2018.png | The Brookfield School **JOB DESCRIPTION****Class Teacher**  |

**RESPONSIBLE TO:** Headteacher & Trustees of the Academy

Scale: Main Pay Scale / UPS + SEN allowance

Hours: Full Time

**CORE PURPOSE**

Responsibility for a Class within The Brookfield School, co-ordinating activities based upon the needs of the pupils. Planning and managing associated resources/teaching materials, teaching programmes, courses of study, methods of teaching and assessment.

**MAIN DUTIE AND RESPONSIBILITIES**

As a Class Teacher you are expected to undertake the following responsibilities:

(Any additional areas of responsibility will be discussed with the candidate dependent on experience)

**Teaching, Assessment, Recording and Reporting**

1. To create and maintain an inspiring, appropriate, safe and stimulating learning environment which promotes learning and the desire to learn in teaching areas and shared areas of responsibility.

2. To promote the well-being and holistic educational progress of all pupils, through a variety of teaching styles and learning situations that enhance and facilitate a learning environment which produces motivated, happy individuals, well prepared for adulthood.

3. To have a good knowledge of and teach within the curriculum guidelines and school policies, making appropriate use of these in conjunction with statutory obligations to provide a broad, balanced creative curriculum which is relevant to and differentiated for the pupils.

4. To develop the classroom environment and your methods of teaching in line with the current thinking and practice including through liaison with the school team and external agencies.

5. To undertake professional development to develop own teaching skills and areas of responsibility to the benefit and development of the whole school.

6. To liaise with other teachers in planning, delivery, evaluation and assessment observing and reporting on each area of the curriculum, especially the development and tracking of long term plans for the innovative and creative curriculum.

7. To assess the work of pupils on a regular basis in line with school policy, recording formative and summative assessments, tracking and reporting on pupils’ progress through the use of school current assessments and standard assessment tests.

8. To attend pupil progress meetings and taking any actions identified in them to promote the learning and holistic progress of all pupils including updating and monitoring Individual Education Plans.

9. To prepare a summative assessment once each year for the purpose of providing a written report for those with parental responsibilities towards the Annual Review and a brief summary each term of progress.

10. To ensure that the preparation, marking and recording of assessments of pupils’ work is carried out professionally and in accordance with agreed school policies.

11. To submit planning forecast of work in line with school planning policies, maintaining own copies of plans with annotated assessment notes which inform future planning.

12. To understand and carry out the further duties associated with the role of class teacher including fostering a welcoming caring ethos that values the contribution and achievements of all members of the school community and leading assemblies

13. To ensure that preparations for parental consultation meetings are conducted in accordance with agreed school policies.

14. To promote the general ethos of the School.

15. To promote and maintain good home/school liaison and being readily available to parents/ carers for discussions and conveying relevant information to them when appropriate.

16. To provide advice and guidance to pupils on social and educational matters.

17. To encourage the development of a moral purpose and awareness among pupils, supporting their cultural and spiritual awareness and building their cultural capital.

18. To maintain awareness of current Health and Safety guidance and be responsible for the risk assessments of your own teaching areas within the Academy’s policy for Health and Safety.

**Appraisal**

19. To participate in arrangements for the appraisal of your own performance.

**Further Training and Professional Development:**

20. To keep under review your methods of teaching and programmes of work, and participate in arrangements for your further training and professional development as a teacher.

**Curriculum Development:**

21. To participate in the preparation and development of courses of study, teaching materials, teaching schemes, methods of teaching and assessment and pastoral arrangements.

22. To take responsibility for specific Curriculum subject(s) or areas.

**Discipline, health and safety:**

23. To maintain oversight of the wellbeing of pupils and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

**Staff meetings:**

24. To participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

**Administration:**

25. To participate in administrative and organisational tasks related to the duties described, including registering attendance of pupils.

26. To manage or supervise anyone providing support in your class.

27. To contribute to the overall life and work of the school.

28. To take on and develop any additional areas of responsibility in line with the needs of the school and commensurate with your experience.

***The post holder will have a shared responsibility for the safe guarding of all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people.***

***Where the post holder has a budgetary responsibility, it is a requirement of the role to work within the school’s financial regulations. This will involve complete monitoring reports and where necessary liaison with the School Business Manager.***

**Safeguarding Children and Safer Recruitment**

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment. All staff will be subject to safer recruitment checks.

**Entitlements:**

1. Annual Performance Management Review
2. Access to a range of professional development activities, including support groups and appropriate training
3. Professional support from the Senior Leadership Team and other members of staff.

This job description will be reviewed annually as part of the Performance Management Cycle

This Job Description does not form part of the contract of employment. It describes the way the Class Teacher is expected to perform and complete the particular duties as set out above.

The post-holder will be expected to operate under the current Teachers Pay and Conditions of Service Document.