

## Job description

<b>Job Title:</b>	Teacher
<b>School:</b>	Lighthouse School is a thriving secondary school for autistic students
<b>Salary Scale:</b>	M1 – M6 (suitable for ECTs) plus SEN Allowance of £1000.
<b>Hours of Work:</b>	1.0FTE
<b>Accountable To:</b>	Principal and Governing Body
<b>Reports To:</b>	Assistant Principal

### Job purpose

- Teach Maths to students with autism.
- Plan and deliver engaging and creative lessons that develop a love of learning in students
- Teach small groups of students on the autistic spectrum (ASC) who largely range in academic levels from KS2 to GCSE.
- Support in developing the wellbeing and communication levels of students
- Ensure appropriate accreditation is achieved by relevant students – e.g. GCSE, ELCs
- To act as form tutor for a year group of students and ensure they make at least expected progress towards their EHCP and academic targets
- Treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with students, parents/carers, governors, other staff and external agencies in the best interests of students
- Promote and instil the school's values (*Ambition, Versatility, Compassion, Innovation, Happiness, Devotion, Optimism, Respect*) and support the school with its vision of *Inspiring Bright Futures*
- Act within the statutory frameworks which set out the professional duties and responsibilities and in line with the duties outlined in *Teacher Standards*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

## **Main duties**

Teachers' performance will be assessed against the Teacher Standards 2012 as part of the appraisal process as relevant to their role in school.

### **Teaching**

- Teach outstanding small group lessons ensuring that expected levels of progress are met
- Share an enthusiasm for learning, encouraging a shared understanding of the contribution education can make to students' futures
- To plan and deliver lessons (either on-site or virtually) that have purpose and inspire students to love their learning
- In conjunction with other teachers, develop an enriching and bespoke curriculum that engages students, addresses their individual needs, and is conducive to desired positive future outcomes
- To assess, monitor, and record individual pupil progress across the school
- Have a clear understanding of the needs of all students and be able to use, and evaluate, distinctive teaching approaches to engage and support them
- Use relevant data to monitor progress and impact, and plan subsequent lessons, ensuring accurate records are kept and student's work is marked to a high quality
- Work collaboratively with other members of staff, governors and parents/carers to personalise lesson planning for each student to overcome barriers to learning
- Act as Form Tutor for a particular year group, supporting students with their spiritual, moral, social and cultural development to enable them to thrive at school and in their own environment
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for students
- Give students, parents/carers regular feedback, and encourage students to reflect on progress, identify their emerging needs, and to take a responsible and conscientious attitude to their own work
- Contribute to EHCP, student progress reviews, and attend relevant meetings

### **Behaviour and Safety**

- Contribute to a safe, purposeful and stimulating environment for students, including supervising students as required at all times during the school day, and during extra-curricular activities when required
- Consistently encourage appropriate behaviour in line with the school's Behaviour Policy
- Ensure that all activities are undertaken within the framework of the school's risk assessments and policies (e.g. Safeguarding, Personal Care and Positive Handling, as well as Staff Code of Conduct)

### **Team Working and Collaboration**

- Establish, encourage and maintain good relationships with all stakeholders (parents/carers, colleagues, partner organisations), consistently demonstrating the values of the Lighthouse School

- Work collaboratively as part of a team and provide help and support to other team members and ensure the aims of the school are met
- Participate in meetings as appropriate
- Support the effective running of the school by ensuring policies and procedures are understood and followed by self, colleagues, visitors and students

#### **Professional development**

- Regularly reflect on your own effectiveness in the roles as part of the appraisal process, and use feedback to refine your approaches where necessary
- Improve personal practice through participating in training and development opportunities identified by the school, and reflect on their effectiveness
- Participate in scheduled supervision and line management meetings

#### **Safeguarding Children and vulnerable adults**

- Lighthouse School has a statutory and moral duty to ensure that the school functions with a view to safeguarding and promoting the welfare of children and young people studying at the school. The post-holder will be required to commit to the school's Safeguarding Policy and promote a safe environment for children and young people learning within the school.
- All posts are subject to an enhanced Disclosure and Barring Service (DBS) check. Having a criminal record will not necessarily bar an individual from undertaking the role, however, this will depend on the nature of the position and the circumstances and background of any offences.
- Promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

#### **Equality and diversity**

- Promote equality and diversity by abiding by the Equality and Diversity Policy of the school

#### **Health and safety**

It is the responsibility of all employees to co-operate with the school's Health and Safety Policy to provide a healthy and safe place to work

The above responsibilities are not an exhaustive list and the post holder will be required to undertake any other appropriate responsibilities and duties that may arise from time to time. Changes to this document will be made in consultation with the post holder.

Signature of Post Holder: \_\_\_\_\_ Date: \_\_\_\_\_



Signature of Head Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## Person specification

	Essential	Desirable
<b>Qualifications</b>	<p>PGCE-qualified</p> <p>Achieved, or in the process of achieving, QTS/QTLS</p>	<p>Evidence of continuous INSET and commitment to further professional development</p>
<b>Experience</b>	<p>Experience of teaching relevant subjects</p> <p>Has experience and enjoys teaching children with Special Educational Needs and challenging behaviour</p> <p>Experience of delivering a relevant GCSE qualification</p>	<p>Experience of teaching relevant subject/s at both a Secondary and Primary level</p> <p>Experience of working with autistic children</p> <p>Experience of a specialist provision</p> <p>Experience working with teenagers</p>
<b>Knowledge</b>	<p>Knowledge of the secondary curriculum for Maths</p> <p>Knowledge of the specification for Maths GCSEs</p>	<p>Knowledge of ASC</p> <p>Knowledge of the primary curriculum (or how to differentiate accordingly)</p>
<b>Skills</b>	<p>Ability to adapt curriculum to suit requirements of complex needs pupils</p> <p>Good communication skills</p> <p>Be creative in teaching approaches</p> <p>Strong classroom management skills</p>	<p>Trained in Positive Handling Techniques</p> <p>Creative IT skills</p>
<b>Attitude</b>	<p>Highly motivated to make the school successful and</p>	

	<p>contributes to the school's vision</p> <p>Able to be flexible, manage change, and adapt rapidly to changing situations</p> <p>Calm disposition and able to communicate well and appropriately with students and parents</p>	
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<b>Closing date for applications:</b>	<b>0900 on Wednesday 18 April 2024</b>
<b>Contact:</b>	<b>Emma Sullivan (Principal), Helen Manyanya (Deputy Principal), or Daniel Sitkin (Assistant Principal) 0113 457 0605</b>