

Job Description

Teacher

Role:	Nurture Teacher
School:	Beckfoot School
Salary/Grade:	Main/UPS
Reporting to:	Headteacher/Senior Leadership

Core Purpose of the Post:

As a nurture teacher, you will be an enthusiastic classroom practitioner who consistently demonstrates the highest standards of delivery, is fully committed to raising attainment, developing an engaging and inspiring nurture curriculum, raising attainment and utilising a range of strategies required to achieve the highest standards for young people.


Main Duties and responsibilities:

1. Plan a KS3 nurture curriculum which meets the four key drivers for Quality of Education: Confident communicators; Knowledgeable and expert learners; Committed community contributors; Future ready young people
2. Deliver inspirational, specialist and highly differentiated lessons
3. Collaborate effectively with faculties, especially English, maths, science and Humanities, to ensure a joined-up approach between the nurture and whole-school curriculum
4. Make accurate and productive use of assessment, including Marjorie Boxall profiling and reading assessment, to promote effective progress and ensure recording systems are kept up-to-date
5. Seek student voice and parent/carers voice on a regular basis, planning effectively for opportunities for family liaison and engagement
6. Provide a stimulating and well-structured learning environment for pupils with SEND, particularly SEMH needs
7. Develop a bespoke curriculum that meets the academic, special and personal development needs of pupils
8. Ensure students are successfully included in the whole-school curriculum, building the knowledge and skills needed to be reintegrated in readiness for KS4 study
9. Keep abreast of the latest developments locally and nationally relating to SEMH and reflect this in your daily practice and strategies
10. Work closely with colleagues from across the Trust and school to establish the overall curriculum for the school
11. Play a full and active role in the development of the school including individual and whole school improvement
12. Engage proactively with the school's performance development, review and evaluative processes
13. Participate in and take responsibility for your continuing professional development
14. Support the school through a consistent approach to behaviour management, teaching and learning, marking, assessment etc. following relevant school policies
15. Promote pupil progress through the effective deployment and coordination of support staff
16. Collaborate closely with internal colleagues, including pastoral colleagues, the SENDCo and senior leaders
17. Support the development and delivery of personalised learning packages working in partnership with other professionals, schools and other agencies
18. Support pupils in a variety of other settings as required, for example, outreach, alternative provisions, work experience, community and enrichment activities
19. Attend and contribute to a range of meetings as required including parents evenings, EHCP reviews and PEPs etc.
20. Teaching timetable will be set by the needs of the school across KS3 and KS4, and will be determined by the headteacher

Supervision and range of decision making:

- You will be expected to make decisions autonomously and exercise considerable initiative in performing delegated duties, dealing with all complex issues as and when arises; including those outside of established policies and procedures.
- You will ensure probity, propriety and adherence to the Nolan Principles both in your personal conduct and throughout the Trust

Communications and working with others:	
<ul style="list-style-type: none"> To communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings and whole school training events. To undertake pastoral duties, such as taking on the role of form tutor, and supporting pupils on an individual basis through academic or personal difficulties; To liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers etc. To supervise and support the work of classroom support, teaching assistants, trainee teachers and newly qualified teachers (NQTs). Build effective relationships with parents and carers Consult and involve parents and carers in the production of plans pertinent to their child Share information regarding pupils' achievement, progress and well-being with parents and carers Support pupils and their parents and carers to make the most of the educational and other relevant opportunities available to them Liaise effectively with and signpost to other colleagues and other agencies when necessary, for example, SENCo, Safeguarding Officer, social care, CAMHS etc 	
Resources:	
<ul style="list-style-type: none"> Operate relevant equipment/complex ICT packages Manage and maintain storage of files, stock and supplies within an agreed budget, cataloguing resources and undertaking audits as required Provide general advice and guidance to staff, students and others. 	
Professional development:	
<ul style="list-style-type: none"> To participate in and organise extracurricular activities, such as outings, social activities and sporting events; including a willingness to participate in occasional overnight visits; To undergo regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD). 	
Other Considerations:	
N/A	
Safeguarding: No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).	
Advanced Threshold Fluency Duty Required: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Advanced Threshold Level. The post holder should demonstrate they can: <ul style="list-style-type: none"> Express themselves fluently and spontaneously at length effortlessly. Explain difficult concepts simply without hindering the natural smooth flow of language. Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in school. 	
Notes: This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder. Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment. The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition	
Date:	28/2/20

Person Specification Teachers and Support Staff			
Role:	Nurture Teacher		
	Essential Requirements		How Identified
Qualifications	A good honours degree Qualified Teacher Status		Application
Experience	Experience in teaching across the ability range at all stages		Application References Interview
Training	Completion of PGCE or equivalent teacher training Relevant INSET Awareness of Multi-Academy Trusts and Teaching Schools		Application Interview
Knowledge, Skills and Ability	A talented teacher An excellent understanding of how to use data to monitor performance and intervene when necessary A clear vision for school improvement An understanding of the Ofsted framework An understanding of what makes an outstanding secondary school An understanding of how to develop collaborative model of practice		Application Interview
Personal Circumstances	Must be legally entitled to work in the UK (Asylum & Immigration Act 1996) Must have the ability to be flexible and work to the requirements of a busy school Interest in the school's wider role in the community		Application Interview
Disposition and Attitude	A passion for education and a deep-felt desire to make a difference for young people. To like young people and be liked by them To possess educational vision underpinned by values To operate in line with the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty and leadership. Humility: a recognition that the more you know, the less you know! Not being afraid to say 'I don't know'. Be emotionally intelligent: know when to direct, when to challenge and when not to; be able to inspire, present a positive perspective at all times; be able to listen and show awareness of other's sensitivities; to have personal pride and lead by example. Be happy to get your hands dirty. Don't ask people to do things you wouldn't do yourself. Understand the importance of work/ life balance. Enthusiastic, flexible, team player. Enjoy hard work and take constructive criticism. Desire for significant professional development.		Application Interview References
Physical	Resilient Excellent attendance and punctuality.		References Interview
Equality	A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.		Application Interview