

# Bridgwater and Taunton College Trust

Primary Teacher



## Primary Teacher Grade: Qualified Teacher Pay Scale.

The success of the Bridgwater and Taunton College Trust will be underpinned by two fundamental beliefs:

**Students come first:** First and foremost, the purpose of the Trust is to enable students to achieve their potential, and it is this principle that drives how we make decisions and how we act. It is expected that anyone who joins or forms part of the Trust shares this philosophy.

**We are team players:** Whilst every colleague has a specific role to fulfil, we expect all staff to communicate with compassion, treat others with positive regard, collaborate and behave with professionalism. In our colleagues we seek energy, passion, initiative and cooperation, as well as acting in a way that promotes a positive image of the Trust in the wider community.

### Our values

We are ambitious, collaborative and inclusive.

We believe that every role contributes to our students achieving. We are a values driven organisation and strongly feel a shared sense of purpose. We behave in a way that puts our students at the forefront of our actions and decisions making, we champion equality of opportunity and respect our colleagues, our students and our community. We believe passionately that all individuals are entitled to learn and should be encouraged to do so.

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### Core Purpose

Support the Head of Centre and lead teachers with the oversight of a bespoke personalised student provision, delivering the core subject offer, and other subjects as directed, at Apex South

Apex South is a unique outdoor learning facility that provides bespoke offsite provision and intervention for vulnerable young people and children with SEMH needs across the Bridgwater and Taunton College Trust.

### Main Responsibilities

The responsibilities of this role could vary as a result of new legislation, changes in technology or policy changes. This job description is not an exhaustive list of tasks of the role.

- Support the Head of Centre and lead teachers with the oversight and organisation of a bespoke personalised provision at the Apex Centre.
- Plan and deliver core subject provision, organising and teaching some core sessions both on site and online.
- Plan and deliver subjects as directed, organising, planning and delivering sessions in specialist areas (to be agreed with the Head of Centre).

Main Responsibilities and key accountabilities of the post:

The duties of this post could vary from time to time as a result of new legislation, changes in technology or policy changes. This job description is not a definitive list of tasks of the role.

Student wellbeing and growth:

- Promote a working culture of positive relationships through the use of restorative and trauma informed practices to successfully manage and understand student behavioural responses.
- Promote a culture that enables students to reengage with learning in an environment in which students feel welcome and valued.
- Collaborate with the Inclusion team and other external agencies, to provide targeted intervention to develop the social and emotional wellbeing of Apex Centre students.
- In liaison with the Head of Centre, attend the Individual Health Care Plan (IHCP) process for students attending the Apex Centre to ensure curriculum meets needs of the student.
- Support with the transition process for new students and for those leaving the Apex Centre.
- Model a trauma informed strategy approach to support students who have experienced adverse childhood experiences (ACEs) and attachment needs.
- Support with the completion of individual key assessments and relevant support documentation to ensure successful transition to and from the Apex Centre e.g. Pupil Passports, Risk Assessments and Positive Handling Plans.

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### Curriculum and assessment:

- Ensure student safety and wellbeing is at the centre of the Apex Centre curriculum offer – ensuring the curriculum enables students the opportunity to succeed.
- Support core subject leads to evaluate and continuously develop the Apex Centre core curriculum offer, to meet needs of Apex Centre students.
- In liaison with core subject leads, help to coordinate student's accessibility to core teaching through remote learning opportunities (Teams, AV1s) through their own school or the Trust's remote learning staff.
- Deliver core teaching lessons to small groups/individuals and coordinate and implement intervention groups/sessions.
- Based on knowledge, background and experience, deliver foundation subjects/therapeutic lessons as directed and plan, coordinate and implement intervention groups/sessions.
- Embed an Assess, Plan, Do, Review process for students within the Apex Centre, ensuring regular assessment directs the individual academic curriculum.
- Support the Head of Centre by providing progress reports to schools at each IHCP meeting.

### Environment and staff:

#### Apex Centre Team:

- Work alongside the Head of Centre to motivate staff to promote a positive culture that encourages personal excellence, equality and high expectations of all members of the Apex Centre team.
- Ensure that outstanding learning and personal achievement is a primary objective for all staff to want students to achieve.
- Demonstrate an intrinsic curiosity about understanding SEMH needs and support with the dissemination of information and training to staff at the Apex Centre.
- Demonstrate to all staff a flexible and resilient approach in order to meet the needs of students with SEMH needs.

#### External Teams and Providers:

- Communicate regularly to the student's referring schools, updating staff of progress or concerns.
- Work collaboratively with the referring school SENCO to ensure students with an EHCP have additional needs met, or to support schools with the collation of evidence of need.
- Develop positive working relationships with parents/carers, creating opportunities to increase parent voice to share their knowledge and understanding of their child's needs.

### **Other Duties**

- To attend mandatory training courses, e.g., Child Protection, Equal Opportunities and Health and Safety related courses
- To promote and celebrate an approach of equality, diversity and inclusion for all colleagues, students and external stakeholders.
- Responsible for the health and safety of themselves and others
- Responsible for the safeguarding of and promotion of wellbeing for both children and colleagues
- To be a team player and contribute towards the vision, culture and ethos of the Trust

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- From time to time you may be required to carry out other duties commensurate with the role.

### Person Specification

Area to be assessed	Essential criteria	Desirable criteria
<b>Safeguarding</b>	Must be able to demonstrate a commitment to the safeguarding and well-being of children and young people.	
<b>Qualifications/Experience</b>	<p>Qualified Teacher Status</p> <p>Interest in working with and making a difference to highly vulnerable students with SEMH needs.</p>	<p>Experience of teaching primary aged children (Key Stage 1 &amp; 2) either within mainstream or specialist provision</p> <p>Continued professional development in relevant SEMH areas – e.g. ACEs, Attachment and Resilience, Trauma Informed practice.</p> <p>Previous teaching experience with students with Special Education Needs, specifically Social Emotional Mental Health (SEMH) and in specialist education.</p> <p>Team Teach training or positive handling awareness.</p>
<b>Knowledge/Skills</b>	<p>Knowledge and experience of evidence-based approaches for early intervention for children with emotional, social, mental health needs.</p> <p>Understanding of the principles of effective learning for children with SEMH and the ability to promote a culture of learning and success.</p> <p>Good understanding of SEND Code of Practice,</p>	

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	<p>DDA legislation and equal opportunities.</p> <p>Demonstrate emotional resilience in working with challenging behaviours.</p> <p>Excellent interpersonal skills - demonstrating capacity to build strong working relationships with others.</p> <p>Excellent written and verbal communication skills.</p> <p>A 'can do' approach to developing inclusive learning environments.</p> <p>Tenacious practice to ensure that the wishes of children and young people are heard and affect decision-making.</p> <p>Calm in manner, approachable and flexible.</p> <p>Proactive approach to continuing professional development.</p> <p>Prioritise and manage time effectively and be able to work under pressure.</p> <p>Ability to assess, implement and evaluate curriculum programmes across Key Stage 2 – 4.</p> <p>Ability to use an appropriate range of teaching and learning strategies for individuals and groups which stimulate, challenge, engage and motivate students.</p> <p>Ability to develop effective lines of communication with schools.</p> <p>Ability to reflect on own</p>	
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