



BRIDGWATER COLLEGE ACADEMY

JOB DESCRIPTION

Inclusion Teacher

The Bridgwater College Academy Culture reflects that of our sponsor.

The success of the Bridgwater College Academy will be underpinned by two fundamental tenets:

Students come first: First and foremost, the role of the Academy is to enable students to achieve their potential, and it is this assumption that drives the culture and activity of the Academy. It also drives the Academy's recruitment and personnel strategies. It is assumed that anyone who joins or forms part of the Academy shares this philosophy.

All staff employed at the Academy are team players: Whilst every member of staff has a specific role to fulfil, their ability to do this successfully will depend to a large degree on their ability to cooperate with others, to lead by example if they are operating in a management capacity, and to support colleagues in whatever way is appropriate, and in their turn to seek support when this is necessary to enable them to fulfil their role. The extent to which individuals can work with others is seen as a critical determinant in their appointment to the Academy. In all appointments we make it clear that we are looking for energy, passion, innovation and cooperation, as well as behaviour that will promote a positive image for the Academy in its wider community.

PERSONAL PROFILE

The success of the Bridgwater College Academy rests on a very strongly felt and shared set of values which determine its strategic direction. It is absolutely crucial that the post holder shares our values of student centeredness, equality of opportunity and parity of esteem for staff and students. They must enjoy working within the team philosophy. This post is not about building empires. It is about espousing and promoting corporateness. Like any other post in the Academy, it is about valuing people, working in partnership with others and supporting individual progression and achievement.

Crucially post holder must have a commitment to comprehensive all-through education and training. They will believe passionately in the entitlement of individuals of all ages to learning.

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Bridgwater College Academy	
Job title:	Inclusion Teacher
Reports to:	Inclusion Lead / Headteacher
Direct Responsibility for:	Teaching students with a range of SEND
Important Functional Relationships	SEND Team, Class Teachers, Subject Leaders, Academy Leadership Team, Inclusion Team.

PURPOSE:

1. Work with identified students individually or in small groups to support their learning and maximise potential. **This includes students who are underachieving, at risk of exclusion, poor attenders, disaffected, experiencing learning difficulties lacking in self-esteem and confidence. Experience of working with students with Social and Emotional Mental Health challenges would be an advantage.**
2. Work across a variety of subjects and year groups in collaboration with subject staff.
3. Develop a suitable programme of support for the identified groups.
4. Help the students to learn effectively and independently by:-
 - Establishing a supportive relationship with students
 - Implementing individual support strategies in lessons to meet students' needs
 - Building resilience and self-confidence
 - Running study skills and social skills sessions
 - Teaching basic English, Maths and oracy skills as required
5. Monitoring and evaluating student progress
6. Act as Key Worker to identified students
7. Liaising with parents and external agencies when necessary

TEACHER STANDARDS PART ONE: TEACHING:

A teacher must:

1. **Set high expectations which inspire, motivate and challenge students**
 - establish a safe and stimulating environment for students, rooted in mutual respect
 - set goals that stretch and challenge students of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
2. **Promote good progress and outcomes by students**
 - be accountable for students' attainment, progress and outcomes
 - analyse students' data and exam performance to inform planning and intervention.
 - plan teaching to build on students' capabilities and prior knowledge
 - guide students to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how students learn and how this impacts on teaching
 - encourage students to take a responsible and conscientious attitude to their own work and study.
3. **Demonstrate good subject and curriculum knowledge**
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy,

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articulacy and the correct use of standard English, whatever the teacher's specialist subject

- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework according to the School timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback
- follow the school's assessments reporting policies.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour for learning policy
- have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school including extra-curricular
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively

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- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside School, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

General Duties:

- To support Academy activities, attending appropriate Academy events.
- General housekeeping
- Any other duties deemed reasonable, as directed by the Headteacher.
- To work consistently to uphold Academy's aims.
- To work in a co-operative and polite manner with all stakeholders.
- To work with students and parents in a courteous, positive, caring and responsible manner at all times.
- To take an active and positive role in the Academy's commitment to developing staff, and the annual review procedures.
- To work with visitors to the Academy in such a way that it enhances the reputation of the Academy.
- To seek to improve the quality of the Academy's service.
- To present oneself in a professional way that is consistent with the values and expectations of the Academy.

The details contained within this job description reflect the content of the job at the date it was prepared. However, it is inevitable that over time, the nature of the job may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed provided that responsibilities remain in line with the grade. Consequently, the Academy will expect to revise this job description from time to time and will consult the post holder at the appropriate time.

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Communications:

- To communicate effectively with parents, students and colleagues as appropriate.
- Where appropriate to communicate and cooperate with persons, bodies or organisations outside the academy.
- To follow agreed procedures for communications in the academy.

Pastoral Systems:

- To take responsibility for the application of behaviour management systems within the area so that effective learning can take place.
- To promote the general progress and well-being of individual students.
- To liaise with a pastoral leader to ensure the implementation of the school's pastoral system.
- To register students, accompany and sit with them in assemblies. Encourage full attendance at all lessons and their participation in other aspects of academy life.
- To evaluate and monitor the progress of students and keep up-to-date records as may be required.
- To contribute to the completion of action plans, PSP's, progress files and other reports as required.
- To alert appropriate staff to problems experienced by students and to make recommendations as to how these can be resolved.
- To communicate appropriately with parents and persons or bodies outside the academy concerning the welfare of individual students.

Additional Information:

Essential Criteria

- Qualified Teacher Status.
- Willingness to take part in any relevant CPD.
- Experience of working with pupils with autism and associated communication difficulties.
- Excellent classroom practitioner.
- Experience in successfully supporting pupils with challenging behaviour.
- Demonstrate an ability to deploy support staff effectively to maximise learning for pupils.
- Knowledge of how pupils with autism and learning difficulties learn and strategies to support them.
- Clear understanding of teaching and learning strategies.
- Knowledge of regulation strategies to support the pupils be prepared to learn.
- Knowledge of monitoring, evaluation and review processes to further impact on raising standards.
- Commitment to safeguarding pupils.
- Knowledge of the EHCP process and relevance of this for pupils.

Candidates should show they have:

- Experience working with pupils who have Special Educational Needs.
- A high standard of teaching and inspiring pupils.
- Ability to effectively lead a team.
- Commitment to collaboration and sharing of resources and expertise across all phases of learning.
- Ability to utilise ICT to perform classroom functions.
- Excellent communication and interpersonal skills.
- Ability to encourage parents to work cooperatively with the school and involve them in their child's education.
- Commitment to young people and their life chances.
- Ability to teach all curriculum subjects.
- High quality people skills and the energy to deal with difficult situations.

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- Calm approach to difficult situations.
- Ability to work in a team in the classroom, across the department and wider school setting.

Desirable Criteria

- Evidence of participation in recent professional development and further study.
- Experience of teaching pupils with Social, Emotional, Mental-Health needs.
- Knowledge of Edukey, SIMs and Microsoft Office
- Team teach trained
- Recent safeguarding training
- Knowledge of issues such as ACEs and attachment disorder and how these impact pupil's presentation in school.
- Leadership and organisational skills working with both people and resources.
- A clear understanding of the impact of school improvement and in particular high-quality teaching and learning.
- Willingness to participate in school residential experiences.

Agreed that the Job Description is a fair and accurate statement of the requirements of the job:

Job Holder:

Date:

Line Manager:

Date:

Designated Senior Manager:

Date: