

Pathological Demand Avoidance (PDA) Teacher for The Link School

Job Description

Key objective of the role:

To fulfil the professional standards expected of all teachers and thereby create effective and stimulating opportunities for learning that enables the development and progression of all learners.

Key responsibilities

Please note that it is expected that teaching duties, as outlined in this section of the job description, will be undertaken in accordance with the Professional Standards for Teachers and Trainers in Education and Training – England as published by The Education & Training Foundation. The job description is subject to periodic review.

- To effectively plan educational activities that are motivating to students and enable them to participate in their learning and reach their potential.
- To organise a person-centred learning environment ensuring students have access to a variety of practical equipment and Information Communication Technology related to individual pupil's motivations and interests.
- Provide a stimulating classroom environment appropriate to the age and needs of the pupils.
- Liaise with members of the support and therapeutic team and, as appropriate, with parents/carers in the support of learners.
- Train and utilise SSAs for individual support of pupils within small groups.
- Have a solid understanding of the anxiety driven regulation difficulties experienced by children with PDA and promote a positive behavioural approach to supporting regulation.
- Take an active part in whole school development by contributing to and participating in INSET.
- Participate in the formulation of whole school or PDA department policies.

Teaching and Learning

- In accordance with OHC&AT policies and guidelines, maintain course and learner records; carry out tracking and monitoring of learner performance and provide information, data and statistical returns as required, using pupil record information systems as required.
- Contribute to the preparation of individual learning programmes for pupils.
- Undertake assessment of pupils as requested by examination bodies, departmental and school procedures.
- To ensure that individual risk assessments and regulation strategies are incorporated into all planning for teaching and learning, and that these are rigorously monitored and evaluated and appropriately changed when required.
- To participate in all aspects of assessment for learning within lessons and activities, ensuring any assessment reflects the ongoing learning needs of the pupils.
- Work collaboratively with the school's therapy teams in setting up joint targets and implementing therapy programmes.
- Prepare and present informative reports to parents and outside agencies.

Leading and developing

- Develop a holistic approach to meeting special educational needs, enabling learners to make good progress by working with other teachers, support staff, families and external agencies.
- Promote equality of opportunity and diversity in all aspects of the job and challenge inequality and discrimination and/or report concerns as appropriate.
- Work as a member of the team, planning cooperatively, sharing information, ideas and expertise.
- Establish good relationships with families to promote pupils' learning and development.
- Contribute to the writing, development and implementation of Education, Health and Care plans for individual pupils.
- Establish therapeutic relationships with pupils and interact with them according to individual needs.
- To provide support in the delivery of specialist interventions, taking a lead where appropriate.

- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development or maintenance.

Additional duties

- To develop and enhance expertise in supporting pupils with special educational needs by attending training and working alongside relevant internal and external professionals such as therapists.
- Provide outreach support to those pupils unable to access the curriculum within school.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Support the Senior Leadership Team in all health and safety matters and take reasonable care for the health and safety of yourself and other persons in the work environment.
- Support attendance at school events and parent meetings. This will involve flexible working (i.e. occasional evenings).
- Undertake all duties and responsibilities in accordance with OHC&AT policies and relevant legislation, inclusive of Equal Opportunities, Health & Safety, Data Protection, Child and Vulnerable Adult Protection, Financial regulations and Quality frameworks. Report any concerns to the appropriate person.
- Lead extra-curricular activities (lunchtimes, before and after school as appropriate).
- Act as a personal tutor for a group of learners.
- Establish effective working relationships and set a good example through presentation and personal and professional conduct.
- Take an active part in any residential school visits.
- Take responsibility for own professional development and duties in relation to school policies and practices.
- Undertake any other duties consistent with the objectives and level of responsibility of the post as may be required by the Senior Leadership Team and/or OHC&AT.

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will

be sought through the Data and Barring Service (DBS) as part Orchard Hill College & Academy Trust's pre-employment checks

Person Specification and selection process – PDA Teacher

This person specification will be used for recruitment to the PDA Teacher role. It will form the basis of the application form, and candidates will also be assessed against aspects of this person specification at interview.

QUALIFICATIONS (list)	ESSENTIAL	DESIRABLE	TESTING METHOD
Hold a relevant degree or equivalent qualification.	✓		Checked certificates
Hold a recognised full teaching qualification such as QTS or be willing to undergo teacher training in line with current regulations.	✓		Checked certificates
Post graduate SEN qualification.		✓	Checked certificates
STATUTORY or ROLE SPECIFIC REQUIREMENTS	ESSENTIAL	DESIRABLE	TESTING METHOD
A clear understanding of the features of high-quality teaching and learning across different key stages.	✓		Application/Interview
Ability to teach qualifications and accredited courses.		✓	Application/Interview
Commitment to the safeguarding of all learners.	✓		Application/Interview

Demonstrable effectiveness in promoting equality and diversity through teaching, managing the learning environment and challenging discriminatory behaviour and attitudes.	✓		Application/Interview
Access to transport to access satellite centres.		✓	Checked licence
KNOWLEDGE AND EXPERIENCE	ESSENTIAL	DESIRABLE	TESTING METHOD
Knowledge and experience of the national curriculum	✓		Application/Interview
Experience of working with students with SEN.	✓		Application/Interview
Experience of working with students with autism and pathological demand avoidance.		✓	Application/Interview
Effective in using a broad range of assessment measures as a driver for improving learners' performance.	✓		Application/Interview
Interest in working with vulnerable students.	✓		Application/Interview
Understanding of alternative and therapeutic interventions for student progression.		✓	Application/Interview
Experience of working with students with high anxieties and behaviours that challenge.	✓		Application/Interview
Proven good standard of teaching skills and abilities or demonstrable potential to attain the highest standards of teaching.	✓		Application/Interview
Innovative and competent in utilising all available resources to provide a stimulating learning environment including IT.	✓		Application/Interview

Understanding of alternative and therapeutic interventions for student progression.	✓		Application/Interview
COMPETENCES	ESSENTIAL	DESIRABLE	TESTING METHOD
Remains motivated, even when under pressure, to ensure that a high standard service to stakeholders is maintained.	✓		Application/Interview
Excellent communication and facilitation skills with all stakeholders.	✓		Application/Interview
Excellent team-working skills with a record of working co-operatively to achieve individual and team goals.	✓		Application/Interview
Excellent interpersonal skills and the ability to communicate effectively, both verbally and in writing, with all stakeholders.	✓		Application/Interview
Committed to reflecting on own performance, seeking and accepting constructive feedback and learning from own experiences.	✓		Application/Interview
A high level of tolerance and an entirely non-judgemental attitude to children whose behaviour may be challenging.	✓		Application/Interview
Adopt a reflective and restorative approach to relationships.	✓		Application/Interview

As part of The Link School's/Orchard Hill College & Academy Trust's pre--appointment checks, current and past employers will be contacted for shortlisted candidates.

Any discrepancies or anomalies, and/or issues from references will be discussed at interview with shortlisted candidates.