



## **Teacher (any Specialism) Job Description and Personal Specification**

<b>Job title:</b>	<b>Teacher (any Specialism)</b>
<b>Place of work:</b>	<b>The Lodestar Academy</b>
<b>Hours of work:</b>	<b>Teachers' Pay &amp; Conditions</b>
<b>Salary/Grade:</b>	<b>MPR / UPR</b>
<b>Reports to:</b>	<b>Headteacher</b>
<b>Level of screening:</b>	<b>Enhanced</b>

## **Where you fit in**

We are seeking a passionate and dedicated teacher to teach students at Key Stage 3 and 4 and become part of a forward-thinking alternative provision.

Applicants from all specialisms are welcomed (including primary trained teachers). In addition, you may be asked to facilitate learning opportunities in non-traditional settings such as outdoor education and off-site activities.

Our students require support to build trusting relationships with professionals and you will have high expectations and a belief that they can succeed.

You will help to raise the academic profile of The Lodestar Academy by supporting us to prove that all pupils are capable of social and academic success when provided with the appropriate level of support.

## **Main Duties & Accountabilities**

### **Teaching & Tutorial Responsibilities:**

- To follow the agreed syllabus and develop and update the subject's schemes of work.
- To ensure that the teaching area is organised appropriately, providing a safe, tidy and stimulating climate for learning.
- To teach a subject specialism, up to and including GCSE, when appropriate.
- To plan and deliver an appropriate curriculum based on individual needs, having due regard to pupil entitlement.
- To teach a range of subjects at different levels across the key stages.
- To be flexible in providing an appropriate teaching programme for a range of pupils.



- To liaise with a range of agencies, including mainstream schools, the Educational Psychology Service, Health and Children's Social Care, as directed by the appropriate line manager.
- To develop and maintain positive relationships with families/carers.
- To maintain records on the progress of individual pupils; to prepare reports and to participate in reviews where necessary.
- To follow the agreed formative and summative assessment procedures.
- Where directed, to take an active role in pupil integration programmes.
- To contribute to and implement whole service policy and practice.
- To undertake any training as appropriate with the aim of increasing professional skills and expertise.
- To undertake other duties as deemed appropriate by the appropriate line manager, Deputy Headteacher and Headteacher.

#### **General Responsibilities:**

- To follow agreed school policies on the curriculum and the management of behaviour.
- To share in the supervision of pupils at break time, arrival and departure, in accordance with published rosters.
- To take a share, under the direction of the Headteacher, in the whole school approach towards the making, reviewing and updating of school policies through formal meetings, discussion and consultation.
- To make and record home visits (as required and agreed).
- To guide and supervise the work of the TA who has been assigned to the class/lesson.
- To be flexible in terms of carrying out particular duties as the Headteacher may reasonably direct from time to time.
- To liaise with multi-agency teams.

---

#### **What does good look like for this role?**

- Students are engaged in lessons and making progress.
- Teacher makes a positive contribution to the academy outside of the classroom.
- Teacher displays high levels of resilience and a positive outlook
- Students achieve good outcomes and transition to positive destinations.



<b>Teacher (any Specialism): Person Specification</b>			
<b>COMPETENCY</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>ASSESSMENT</b>
<b>QUALIFICATIONS</b>	Qualified Teacher Status.	Specialist SEN training and/or accreditation.	Application form and qualification checks.
<b>KNOWLEDGE</b>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>▪ Current knowledge of the National Curriculum within a specialist subject.</li> <li>▪ Ability to write clear reports.</li> <li>▪ Ability to communicate with a wide range of people.</li> <li>▪ Clear strategies for working with challenging pupils.</li> </ul> <p><b>Interpersonal skills</b></p> <ul style="list-style-type: none"> <li>▪ Ability to work constructively with pupils with complex needs.</li> <li>▪ Ability to negotiate with mainstream school staff.</li> <li>▪ Ability to work in a team.</li> </ul> <p><b>Background</b></p> <ul style="list-style-type: none"> <li>▪ Evidence of successful work with disaffected pupils.</li> <li>▪ Ability to cope with emotionally demanding pupils and situations.</li> <li>▪ Ability to resolve conflict.</li> </ul>		<p>Application form and interview process.</p> <p>References.</p>

	<p><b>Special Circumstances</b></p> <ul style="list-style-type: none"> <li>▪ Ability to teach (disaffected and emotionally vulnerable) pupils effectively across a wide ability range.</li> <li>▪ Ability to work with small groups of pupils.</li> <li>▪ A willingness to respond flexibly to the needs of a small team.</li> <li>▪ A commitment to maintaining pupils in mainstream schools.</li> </ul>		
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>▪ Experience of writing and implementing effective behaviour targets for pupils.</li> <li>▪ Relevant experience of classroom teaching.</li> </ul>	<p>Experience of teaching pupils with an SEMH profile.</p> <p>Experience of teaching other qualifications.</p> <p>Experience of facilitating ASDAN awards.</p>	<p>Application form, interview process and references.</p>
<b>SKILLS &amp; ABILITIES</b>	<ul style="list-style-type: none"> <li>▪ Knowledge of, and commitment to, the statutory requirements of equal opportunities, discrimination, health and safety, safeguarding and child protection.</li> <li>▪ An extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to</li> </ul>		<p>Application form, interview process and references.</p>

	<p>personalise learning to provide opportunities for all learners to achieve their potential.</p> <ul style="list-style-type: none"> <li>▪ Current knowledge of National Curriculum in core subject(s).</li> <li>▪ Ability to write clear reports.</li> <li>▪ Ability to communicate with a wide range of people.</li> <li>▪ Ability to develop and implement clear strategies for working with challenging pupils.</li> <li>▪ Ability to work constructively with pupils with complex needs.</li> <li>▪ Ability to negotiate with mainstream school staff.</li> <li>▪ Ability to work in a team.</li> <li>▪ Evidence of successful work with disaffected pupils.</li> <li>▪ Ability to cope with emotionally demanding pupils and situations.</li> <li>▪ Ability to resolve conflict.</li> <li>▪ Ability to teach (disaffected and emotionally vulnerable) pupils effectively across a wide ability range.</li> <li>▪ Ability to work with small groups of pupils.</li> <li>▪ A willingness to respond flexibly to the needs of a small team.</li> <li>▪ A commitment to maintaining pupils in mainstream schools.</li> </ul>		
<p><b>OTHER</b></p>	<ul style="list-style-type: none"> <li>▪ Share TSAT values.</li> <li>▪ Awareness of and commitment to Equality &amp; Diversity.</li> </ul>		



	<ul style="list-style-type: none"><li>▪ Willing to travel and work flexibly.</li><li>▪ Desire to develop and undertake training as required.</li></ul>		Application form, interview process and references.
--	--	--	---