

JOB DESCRIPTION & SPECIFICATION

Job Title: Teacher	Grade: MPS/UPS + SEN Allowance
Work Location: Park Aspire Alternative Provision Academy	Salary Range:
Reports To: Headteacher	Leads & Manages:

BACKGROUND/INTRODUCTION

Park Aspire AP Academy is a provision for Key Stage 1, 2 and 3 pupils who have been permanently excluded from mainstream school or are at the risk of permanent exclusion. The majority of our pupils have social, emotional, mental-health and behavioural difficulties. Some have additional learning difficulties which can create barriers to learning, sometimes leading to disengagement with their education. It is our role to support with re-engaging them with school life and having a more positive outlook on school

We are seeking a dedicated and resilient KS1/KS2 Teacher to join Park Aspire AP Academy in supporting children with Social, Emotional, and Mental Health (SEMH) difficulties and behavioural challenges. Our pupils have been permanently excluded or are at risk of exclusion from mainstream education, and we are committed to providing them with a supportive, structured, and engaging learning environment to help them succeed. We require a teacher who not only understands pedagogy but one who is also sympathetic and sensitive to the very difficulties our pupils face in their lives and help them overcome those barriers to succeed. The successful candidate will play a key role in delivering a personalised and inclusive curriculum, building positive relationships with students, and helping them develop both academically and socially.

What this means is that every day is different, every day brings along a new challenge but with that every day is highly satisfying.

We need an inspirational teacher who is able to cope with highly complex problems, particularly in Child Protection and challenging behaviours. Some of our pupils are involved in high risk-taking activities much more. They may lead chaotic lifestyles or suffer from neglect, all forms of abuse and be witness to domestic violence and family upheaval.

Park Aspire AP Academy is a school that prioritises safeguarding and the social welfare of their children. We are highly committed to young people and are determined to provide them with a **safe, secure** and **successful** education experience where they are encouraged to be the best they can be.

In return, we will offer you a highly supportive workplace, one that is visionary, inspirational and accepts nothing but the best for our pupils. You will be encouraged to further your professional development and have opportunities to access high quality training. You will join a team of like-minded people who have experience of the demands expected of them.

Park Aspire AP Academy is keen to recruit a teacher who *genuinely wishes to make a difference.*

PURPOSE OF THE JOB

- The post holder is required to carry out the professional duties of a school teacher as set out in the current School Teachers Pay and Conditions Document, and such particular duties which the Headteacher may reasonably dictate from time to time
- To teach throughout the school as required (taking notice of training undertaken or by providing it, and appropriate safety factors)
- To work to the standards set out in the Professional Standards for Teachers
- To plan, implement and deliver an exciting and differentiated curriculum experience for all pupils in line with school requirements
- To assist the Middle Leaders & SLT, as curriculum lead and in the administration of assessment of work for internal and external examinations
- To prepare schemes of work and teaching materials that will be shared within the team
- To ensure sufficient books, equipment and materials are available for teaching in line with school requirements
- To ensure the teaching area is maintained and an orderly atmosphere conducive to learning
- To contribute to raising standards of pupil attainment
- To monitor and assess pupil progress to improve their quality of learning and personal growth
- To assist in the management and deployment of teaching support staff, financial and physical resources within the school to support teaching and learning
- To work with agreed policies and procedures of the LA, school and management committee
- To develop and enhance own teaching practice

DUTIES AND RESPONSIBILITIES

- To display professional excellence that is at the core of the school's values
- Play a full and active part of the school community, supporting its vision and distinctive mission encouraging staff and pupils to follow this example
- Plan and deliver high-quality lessons that are engaging, differentiated, and tailored to meet the diverse needs of students with SEMH and behavioural difficulties.
- Adapt teaching strategies to support students who have experienced trauma, adverse childhood experiences (ACEs), and disrupted education.
- Develop and implement individualised learning plans, ensuring a focus on both academic progress and personal development.
- Use a range of creative approaches to encourage participation and re-engagement with education.
- Maintain high expectations for behaviour and learning, using positive reinforcement and de-escalation strategies.
- Ensure effective use of support staff
- To ensure every pupil has effective and meaningful targets in place, based on prior attainment in line with school requirements
- Provide relevant data and reports towards statutory assessment, annual reviews and Placement Reports as required. Children Looked After reports will be required from class teacher
- Contribute to effective risk assessments and behaviour plans for all pupils, including rigorous, regular reviews of the effectiveness of such plans
- Plan work in accordance with school schemes of work and national curriculum programmes of study
- To implement and follow school policies and procedures as approved by the Headteacher, leadership team and management committee
- Provide a stimulating classroom ensuring resources are accessible to all pupils
- Use ICT to support all areas of the curriculum
- Attend and support all relevant school meetings

- Maintain an accurate register of pupil attendance
- Comply with the school health and safety policy
- Support the school policy regarding registration, pupil absence, dress code and the learning behaviour and reward systems
- Consult with senior staff over individual pupils, particularly concerns, ensuring strict adherence to Child Protection procedures at all times
- Communicate effectively with parents/carers and external agencies where appropriate
- Ensure work set for all pupils is suitably challenging with particular regard for special educational needs and those gifted and talented
- Ensure marking of work set is completed in a timely manner in accordance with the Marking Policy
- Complete pupil progress reports as directed by the Leadership Team
- Establish a purposeful working atmosphere during all learning activities
- Ensure knowledge and understanding of pedagogy for pupils with SEMH/learning support needs

LEADERSHIP AND MANAGEMENT

- To be responsible to the Headteacher and management committee of the school through the school's leadership and management structures
- Ensure every pupil is achieving in lessons through the effective monitoring of pupil performance
- Assess and report on individual pupil progress
- Ensure effective use of administrative and non-teaching support in reference to the National Workload Agreement to ensure a healthy work/life balance
- To be supported by the schools Appraisal Processes and access to Continued Professional Development
- To contribute to the quality assurance process by taking part in lesson observation, peer observations and learning walks
- Evaluate the effectiveness of own lessons and intervention strategies
- To contribute to the quality assurance process across the school by taking part in lesson observations, peer observations and learning walks
- Contribute to the whole school action plans including the school development plan/SEF and SIP recommendations
- Manage your own learning environment, creating an innovative and positive learning environment conducive to learning, making effective use of resources

FINANCE

- The post holder will not have specific responsibilities to the overall school budget but will need an awareness of budgetary issues

PERSONNEL AND STAFFING

- The post holder does not have direct line management of staff but assists in the supervision and deployment of support staff

ESTATE MANAGEMENT

- The post holder does not have direct responsibility for the school's overall estate management but is expected to maintain good order in the classroom and ensure it is kept to a high standard with routinely change of display

ADMINISTRATION

- As indicated, the post holder will have appropriate time allocated for planning and assessment (PPA) as per set out in Teachers Conditions Document

Essential Criteria	Desirable Criteria	How identified
<p>SKILLS AND EXPERIENCE</p> <ul style="list-style-type: none"> • Experience of statutory processes relating to Special Education Needs • A knowledge of a range of approaches to assessment, including the importance of formative assessment • Knowledge of how to use local and national statistical information to evaluate the effectiveness of own teaching and to monitor individual pupil progress • The ability to write clear, concise reports for a variety of audiences, preferably using IT systems and Microsoft Packages • Use a range of teaching strategies and resources, including e-learning, taking into account diversity and promotion of equality and inclusion • Ensure learning experiences build on prior knowledge, develop concepts and processes which enables pupils to apply new knowledge, understanding and skills to meet learning objectives 	<ul style="list-style-type: none"> • Experience of multi agency working and information sharing between agencies • At least three years experience of working with pupils who have SEMH support needs and young people who exhibit challenging behaviours at KS1 & KS2. • Experience of the use of de – escalation techniques such as those outlined in Team Teach or similar that enables the safe management of risk taking or challenging behaviours 	<p>Application Interview References</p>
<p>KNOWLEDGE & UNDERSTANDING</p> <ul style="list-style-type: none"> • Knowledge and understanding of Child Protection Procedures, reporting and referring protocols • Understanding of a range of teaching, learning and behaviour management strategies • Understand how to effectively use a range of assessment, monitoring and recording strategies • Ability to accurately assess the learning needs in order to set challenging learning objectives • Provide timely, accurate and constructive feedback on pupil attainment, progress and suggestions for improvement • Ability to support and guide young people to reflect on their learning, identify their own progress and emerging learning needs • Knowledge and understanding of children with complex needs including those with mental health difficulties, learning difficulties and a range of social difficulties that impacts on the ability to access learning at any given time • Understanding of child development, including child mental health within a context of social, religious and cultural contexts 	<ul style="list-style-type: none"> • Child Protection Training/attendance of Child Protection courses • Team Teach Training 	<p>Application Interview Supporting Documents</p>

<p>QUALIFICATIONS / TRAINING</p> <ul style="list-style-type: none"> • Qualified Teacher Status 	<ul style="list-style-type: none"> • Evidence of further continued professional development activities • Further qualifications in SEN • Have experience of working with pupils who have SEMH support needs • A willingness to undertake further training 	<p>Application Supporting Documents</p>
<p>DISPOSITION AND ATTITUDE</p> <ul style="list-style-type: none"> • Have high expectations of young people holding positive values and attitudes • Have high aspirations for pupils, breaking down barriers to success • Establish fair, respectful, trusting, supportive and constructive relationships with young people • Adopt high standards of behaviour and professional conduct adhering to the school's own code of conduct • Be willing to work in a team, sharing good practice and identifying opportunities for working with colleagues including those from other agencies • Have a 'can do' attitude • To be a positive ambassador for Park Aspire in order to support our values and ethos • High levels of integrity, honesty and credibility which will inspire confidence and trust from both internal and external stakeholders • Self motivated with the ability to enthuse and motivate others • A reflective practitioner taking responsibility for identifying and developing professional needs • Ability to establish a purposeful and safe learning environment identifying opportunities for extended learning • Assist young people in the development of independent learning skills • Develop critical thinking skills and have the confidence to challenge and address difficult conversations • Act upon advice and feedback and be open to coaching and mentoring 		<p>Application Interview</p>

OTHER CONDITIONS <ul style="list-style-type: none">• The school operates a non – smoking policy• Enhanced DBS Disclosure• Participate in supervision duties• Prepare termly class newsletters• Teacher post is subject to six month's probationary period		Application Form Interview
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