

**Job Title:** **CLASSROOM TEACHER**

**Responsible to: Head Teacher**

**Salary:**  **Teachers pay scale depending on experience + SEN point (£2384)**  **& TLR2 (£3017 - payable to teachers leading a subject)**

**Background:**

As a member of theEducation team, to join the school community in providing care, treatment and education for severely emotionally troubled children up to the age of 12. The Education team provides high standards of education, observation, and boundary-setting in order that children at the school are helped through each day in a manner that ensures the greatest possible meaning, continuity and healthy emotional containment. Within this structure, the differing individual needs of children can be respected and met, providing positive encouragement and affirmation to the growing sense of self of the child.

The emphasis on observing the children implies a distance that enables adults to think as a team about the needs of the individual child or of the group. The children’s needs, once identified by the team, will then be met in conscious and planned ways. Through these processes the child can internalise an experience of close management, being cared for, role modelling, and a re-education in social/emotional awareness.

Many of the children in our care have developed coping mechanisms built on attracting attention through negative behaviour. We view behaviour as communication and work collaboratively with teams across the school towards gaining an understanding of what each child is communicating. We look to provide children with ways of re-defining themselves and their personalities through positive experiences, focussing on their strengths, understanding their regressive tendencies and providing nurture when needed.

At the core of this professional task is a commitment by each adult to the conscious use of themselves within the staff group to make sense of and understand the work at all levels and the feelings engendered by it. The difficulty of this task should not be underestimated, and all adults are expected to be honest and open with their understanding of the processes within the groups and groupings. Adults for this reason need to be mature, as well as emotionally and physically resilient.

Given the crucial interpersonal nature of this activity with such children, and the fact that long term hurt requires long term work, the school hopes for a commitment from all workers to maintain their involvement for a minimum three-year period. The children do not need, and the school does not wish to appoint, people seeking to spend a brief period of employment, gaining valuable experiences for themselves but without sufficient regard to the impact on the children and the adult team of their premature departure.

The school is also clear that any workers remaining at least for that minimum commitment will themselves have experiences which will offer enormous opportunities for their own personal and professional learning and growth, not only in the field of therapeutic education and the management of such provision, but also in a wide range of related fields. For example, further professional training in education, social work, clinical psychology or child psychotherapy.

**Primary tasks:**

1. To carry out the professional duties of a Teacher as circumstances may require under the reasonable direction of the Head Teacher. These will include:
   1. Planning and preparing for the Education day, including lessons, child-initiated learning, group times, and children’s individual interventions. The Mulberry Bush School has developed its own curriculum, which is supported by schemes of work. Daily planning should be recorded and shared.
   2. Leading and managing a teaching team, ensuring appropriate delegation of tasks and responsibilities, and providing support, supervision and appraisal for all members of the Team. Class teams are usually made up of a teacher, a senior teaching assistant and a teaching assistant. Teams may also have a volunteer based with them. There will be a maximum of 8 children in a class.
   3. Carrying out the School policy on assessing, recording and reporting.
   4. Promoting the progress and well-being of pupils.
   5. Maintaining a safe learning environment for the pupils and safeguarding their health and safety both on and off the School premises.
   6. Actively working within the treatment team of each child in your class, to ensure that their needs are being holistically met.
   7. Participating in meetings, including reviews, curriculum development, teaching team, consultation, treatment team, supervision and education team meetings. All members of staff have regular individual supervision with their line manager, group supervision, and regular access to consultancy.
   8. Evaluating own teaching.
   9. Contributing to the selection for appointment and professional development of other teachers and non-teaching staff.
   10. Creating an attractive, stimulating and well-ordered classroom.
   11. Contributing to and following all education and whole school policies.
   12. Working closely with other professional members of staff to create an integrated programme for all pupils.
   13. Participating in Field Study Trips where required.
   14. Participating in assemblies and community meetings.
2. To work as a member of the whole school team. This will include:
   1. Supporting the philosophy and aims of the School.
   2. Being willing to support other areas of the School when needed.
   3. Participating in whole school events and activities when required.
   4. Being committed to supporting all Whole School and Education Department development work.
   5. Working as a member of an ‘on call team’ (approx one weekend per term).
3. Teaching and Learning responsibility. To hold responsibility for whole school curriculum leadership in areas to be agreed when appointed. Responsibility will include:
   1. Creating, maintaining and implementing a development plan which results in improvements in teaching and learning for all children placed at the school.
   2. Monitoring provision in the subject area.
   3. Planning and implementing regular staff training for teachers and TAs.
   4. Participating in weekly after school meetings to complete parts of this work.
4. Participating in arrangements for further training and professional development as a teacher, including performance management/appraisal. Participating in Mulberry Bush training programmes, including undertaking the Mulberry Bush Foundation Degree in Therapeutic work with Children and Young People (teachers have the option of whether or not they wish to complete the assessed parts of this course).

We look for dedication and commitment and would prefer that you are able to give at least a 3-year commitment to working at the school. In return, you will find extensive support in the form of regular supervision, consultation, professional advice, training and a very supportive team.

**PERSON SPECIFICATION**

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| **Job Title: Teacher Department: Education** | | |
|  | **Essential** | **Desirable** |
| **Qualifications and Training** | * Qualified teacher status (QTS) | * Evidence of participation in professional development or further study |
| **Experience** | * At least 3 years successful teaching experience in a school for primary aged children * Experience of teaching children with special educational needs | * Successful teaching experience in a mainstream primary school * Working in a socially and culturally diverse school community * Working in an EYFS setting * Experience of teaching phonics * Working with children who have social, emotional and behavioural difficulties * Working with a range of professionals (e.g. Educational Psychologist, Social Worker) |
| **Skills, Abilities and Competencies** | * Teaching to a high standard * Relates to and motivates children with social, emotional and behaviour difficulties * Works well as part of a team and contributes to team development * Understands and values the processes of planning and monitoring and evaluation as an aid to raising standards * Ability to show resilience * Ability to reflect on one’s own practice * High expectations of pupil achievement * An effective communicator with colleagues and other professionals * Good organisational and time management skills | * Experience of contributing to whole school developments and initiatives * Willingness to participate in leading extra-curricular activities * Good sense of humour * An understanding of behaviour as communication |
| **Knowledge** | * Knowledge of the National Curriculum requirements (KS1 & KS2) * Specific subject knowledge * Ability to understand and use a range of teaching and learning strategies * Knowledge of Assessment for Learning, pupil progress tracking and target setting * Confident in using a range of ICT to support learning * Knowledge of child protection guidelines and procedures | * Knowledge of the EYFS * Knowledge of the National Curriculum requirements (KS3) * Experience of subject coordination |

The Mulberry Bush School is an equal opportunities employer and is fully committed to safeguarding and promoting the welfare of children as its utmost priority and expects all staff and volunteers to share this commitment. Applicants must be able to provide evidence of having the right to live and work in the UK and will be required to undertake an enhanced criminal background check from the Disclosure & Barring Service