**Teacher Job Outline and Person Specification**

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| **Position Title** | Teacher of Art or Technology |
| **Location** | The Promise School |
| **Reporting to** | Principal |
| **Job Term** | Permanent |
| **Hours** | Full Time |
| **Salary** | TPS |
| **Organisation** | Dartmoor Multi Academy Trust |

There are 17 schools within Dartmoor Multi Academy Trust, 3 secondary and 14 primary schools. The new Promise School will be a special free school. At full capacity, the school will cater for 100 children and young people with social, emotional, and mental health (SEMH) needs.

On appointment, your main place of work will be at The Promise School, but you may be required to work at any other premises occupied by the Employer or any of the Employer’s Academies within Devon as directed by the Employer.

This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below. The conditions of employment of teachers in the School Teachers’ Pay and Conditions of Service Document apply to this post, whose holder is expected to carry out the professional duties of a teacher as circumstances may require, under the reasonable direction of the Executive Principal.

**Summary of role**

To carry out the duties of a teacher as set out in the most recent School Teachers’ Pay & Conditions Document. Your aim is to be an effective teacher who challenges and supports your students to do their best by:

* Inspiring trust and confidence in your students and colleagues.
* Building team commitment amongst your students and colleagues.
* Engaging and motivating students.
* Analytical thinking.
* Taking positive action to improve the quality of your students’ learning.

**Main Duties and Responsibilities:**

* Maintain a thorough and up-to-date knowledge of the teaching of your subject(s) and take account of wider curriculum developments which are relevant to your work.
* Plan tutorials, lessons and sequences of lessons to meet pupils’ individual learning needs.
* Use a range of appropriate strategies and follow the schools' policies for tutoring, behaviour management and classroom management.
* Use information about prior attainment to set well-grounded expectations for students in your teaching and tutorial groups.
* Assess, monitor and record the progress of students in your teaching and tutorial groups; give them constructive feedback, targets and advice; and report their progress to, and discuss their progress with, their parents.
* Ensure that, as a result of your training and teaching, your students achieve well, relative to their pupils’ prior attainment, making progress as good or better than similar pupils nationally. You will be expected to achieve agreed performance management objectives.
* This is not confined to a traditional class-based education; instead, we provide a hub for children, parents, carers, staff and wider stakeholders to see each school as the heart of a healthy community. We raise aspirations and expectations for all, codified in our Trust mission statement.

**Person specification:**

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| **Criteria** | **Essential** | **Desirable** |
| Professional Qualifications and Learning | * Qualified teacher status * Evidence of continuing professional development | * Relevant CPD or qualifications in relation to SEMH. * Relevant CPD or qualifications in relation to SLCN. * Relevant CPD or qualifications in relation to Autism. |
| Experience | * Experience of developing and delivering programmes for children and young people with SEND * An understanding of methods and good practice in reviewing and evaluating teaching & learning * Evidence of knowledge and understanding of effective record keeping, and its use to promote the educational and personal development of all children (preferably within a special school) * An understanding of national developments in the area of social inclusion and SEND * Knowledge of the National Curriculum, including Programmes of Study and national strategies related to teaching children and young people with SEND * An understanding of behaviour management strategies * Ability to build effective working relationships with a range of partners and stakeholders. * Ability to motivate colleagues and children and young people through a positive and professional attitude | * Knowledge of a range of accreditation available to students * An understanding of trauma informed practices |
| Skills, Knowledge and Capability | * Strong interpersonal skills and an ability to communicate clearly both orally and in writing * Excellent behaviour management skills based on a firm but empathetic approach with children and young people * Demonstrable commitment to inclusive education * Capacity to work under pressure and to meet deadlines * Capacity to work flexibly and to adapt to changing venues (temporary accommodation and relocation to the new building) * Ability to prioritise competing demands * Ability to work as part of a team * A commitment to providing a responsive and supportive provision and a willingness to constantly seek ways of improving the provision. * Ability to form and maintain appropriate relationships and personal boundaries with children and young people | * Ability to use key aspects of ICT to present data |
| Additional | * Excellent record of attendance and punctuality * Comply with safer recruitment checks including DBS and list 99 |  |

All schools in Dartmoor Multi Academy Trust are committed to safeguarding and promoting the

welfare of children and young people and expect all staff and volunteers to share this commitment.

The successful candidate will be required to undertake an Enhanced Disclosure via the Disclosure

Barring Service (DBS).