

NEWHAVEN SCHOOL
English Teacher
Job Description

Salary: Main Pay Scale/Upper Pay Scale plus SEN 1
Contract type Permanent
Hours: Teacher contractual hours

Core Purpose

To teach pupils within the school to the highest possible standard and to carry out such other associated duties as are reasonably assigned by the Headteacher.

Applicable Contract Terms and Duties

This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and other current legislation. The teacher shall carry out the professional duties of a teacher as circumstances may require, under the reasonable direction of the Headteacher.

The job description may be amended at any time following discussion with the Headteacher and member of staff.

Relationships

The post holder is responsible to the Head of Department and SLT in all matters. The post holder is expected to interact on a professional level with colleagues and seek to establish and maintain productive relationships with them and to promote mutual understanding of the school curriculum with the aim of improving the quality of teaching and learning in the school.

The particular responsibilities attached to the post of Subject(s) Teacher of a given subject(s) are as follows:

Ethos and values:

- To develop and apply a deep understanding of the needs of children with traumatic backgrounds, ASD and significant mental health needs.
- To believe that all students have the right to a genuine chance to succeed in life and be creative in the support given to achieve this.
- To believe in equity as a fundamental necessity in all societies and apply and develop personal understanding regarding the impact of race, sex, sexuality and other protected characteristics to the experience of students and staff.
- To strive for the best possible outcomes for students so they can go onto ambitious destinations when they leave Newhaven.

Teaching and Learning

- Plan and deliver ambitious, well-sequenced learning that is adapted for students with ASD (including sensory autism), review content, presentation and relevance, ensuring that full records of work done are kept
- Ensure that teaching takes place within the framework of all relevant school policies and procedures including marking and behaviour
- Ensure effective curriculum coverage, continuity and progression in the subject for all students
- Establish clear teaching objectives in lessons and use appropriate teaching and learning methods
- Be able to teach a range of creative and life skill based lessons to meet the needs of autistic students across the KS3 cohort

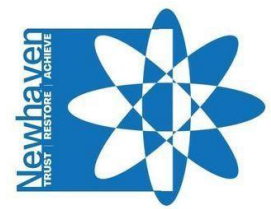
- Use adaptive teaching to make learning accessible: clear modelling, small steps, structured scaffolds, and meaningful rehearsal so students experience predictability and psychological safety.
- Follow policies for assessing, recording and reporting on student achievement, and use these to set ambitious targets for further improvement for all students of all abilities
- Ensure effective development of students' individual learning skills takes place
- Create and maintain a stimulating learning environment
- View behaviour as communication and respond with curiosity, calm and consistency, to ensure a level of discipline conducive to learning in accordance with the rules and disciplinary systems of the school
- To use agreed regulation approaches (including sensory strategies), work with pastoral managers and other adults, to maintain high expectations for safety, respect and learning, while also adapting to pupils profiles and needs.
- To act as a form tutor and to carry out the duties associated with that role.

Communication and Liaison

- To follow the schools safeguarding procedures and report concerns in line with policy.
- To maintain professional boundaries and safe working practices.
- To contribute to Department(s) meetings, discussions and management systems necessary to co-ordinate the work of the Department(s) and integrate this into the work of the school as a whole
- To build and maintain co-operative relationships with parents, and to communicate with them on pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties
- To provide or contribute to oral and written assessments, reports and references, both at school and elsewhere, relating to the development and learning of individual pupils and groups of pupils.

General

- To promote the safeguarding of children in all aspects of work carried out
- To evaluate and review one's own teaching methods, materials and schemes of work, and to make changes as appropriate.
- To take part in CPD and reflective practice.
- To keep up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings, and take part in appraisals and reviews of one's work arranged by the headteacher.
- To take part in the corporate life of the school by, for example, attending assemblies, registering the attendance of pupils, and supervising pupils before and after school sessions.
- To lead educational visits and enrichment experiences, ensuring risk is managed appropriately.
- To help ensure that subject-matter and learning resources reflect the Equalities Act, Council and school policies concerning protected characteristics and that the implications of these policies are borne in mind in relation to all the tasks and duties listed above.



PERSON SPECIFICATION

Job Title: English Teacher		
EDUCATION TRAINING /QUALIFICATIONS	SHORTLISTING CRITERIA ESSENTIAL/ DESIRABLE	EVIDENCE APPLICATION FORM, INTERVIEW, REFERENCE
Qualified Teacher Status	E	A
Specialised subject knowledge, understanding and training	E	A
Further qualification and/or experience teaching students with SEND.	E	A
KNOWLEDGE/EXPERIENCE		
Successful teaching experience of English	E	A/I/R
Excellent subject knowledge at Key Stage 3/4 National Curriculum	E	A/I/R
A familiarity with the informal and formal assessment processes	D	A/I/R
Successful classroom experience of managing difficult behaviour, mental health difficulties and autism in mainstream or specialist provision	E	A/I/R
Experience and understanding of working in a trauma informed way	D	A/I/
A familiarity with the informal and formal assessment processes, including non-academic and academic	D	A/I/R
Appreciation of local and national policies, priorities and statutory frameworks, including those relating to the safeguarding of children	E	A/I/R
Application of ICT to teaching and learning	E	A/I/R
An understanding of health and safety legislation and its application	E	A/I/
PERSONAL SKILLS AND ATTRIBUTES		
Good communication skills and the ability to communicate effectively across the Department.	E	A/I/R
Excellent inter-personal skills, confidence with and ability to motivate others	E	A/I/R
Ability to prioritise time effectively and plan ahead	E	A/I/R
Commitment, enthusiasm, integrity and reliability	E	A/I/R
Flexibility ,willingness to learn and the ability to work as a team member	E	A/I/R
Willingness to become involved in the wider life of Newhaven	E	A/I/R
Commitment to the promotion of social inclusion and equality of opportunity	E	A/I/R

Please note that all elements included are essential except where otherwise stated. Those items marked 'E' should be particularly addressed in your application.

Newhaven is committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment. All appointments will be subject to a satisfactory Enhanced with Barred List check through the Disclosure & Barring Service (DBS) plus additional pre-employment checks.

[Amendments may be made to this job description following consultation between the Headteacher and the Post holder if the needs of the School change. Staff are appointed to Newhaven as a whole and may be required to transfer across sites as service demand necessitates.]