

# JOB DESCRIPTION & PERSON SPECIFICATION

**Post Title: Teacher**

**The Forge Secondary Short Stay School**

**Salary: Pay scale for teachers main/upper (dependant on experience) plus SEN 1 Allowance**

**Reporting To: DEPUTY HEAD TEACHER/HEAD TEACHER**

**RESPONSIBILITIES:** To be an effective teaching professional who can take responsibility for the education and welfare of learners in accordance with the current School Teachers’ Pay and Conditions document, having regard to the National Curriculum, and the Forge school policies. In all aspects of the post they must seek to actively promote the educational aims and ethos of the school.

The duties outlined in this job may be modified by the Head Teacher with your agreement, to reflect or anticipate changes in the job and needs of the school, commensurate with the salary and job title.

**MAIN DUTIES:**

* To carry out the professional duties and legal requirements as specified in the TTA’s National standards for a main grade teacher.
* Using your relationship to support the emotional, psychological and social development of adolescents.
* To play a full role in implementing the Forge’s agreed learning and behaviour policies, taking responsibility for pupils’ learning and behaviour both in and outside of the classroom.
* To take lead responsibility for planning and implementing high quality curriculum experiences leading to qualifications that allow a learner to move on into education employment and training as directed across Key Stage 3 & 4 within the framework of national and school policies.
* To take responsibility for agreed area(s) in the school to support pupil progress and development and ensure the efficient implementation of relevant policies and procedures.
* To undertake the role of learning guide/mentor for a group of learners:
  + contributing to the assessment of learners needs, individual educational plans and reviews
  + Working with families, schools and other professionals to implement educational programmes and facilitate reintegration.
* To operate in the role within a therapeutic community organisation working towards therapeutic practice related competencies.
* The ability to deliver consistently good to outstanding lessons that will lead to external qualifications, GCSE, Functional Skills and BTEc.
* To keep full and detailed records, in line with the agreed practice in the Forge.
* To participate in regular staff meetings, school and whole service meetings as required.
* To undertake regular self-evaluation and make an active contribution to the Forge monitoring/development cycle.
* To undertake continued professional development and maintain an understanding and awareness of developments in relating to working with pupils presenting biological, psychological, social, emotional, behavioural and/or learning difficulties as well as in curriculum development.
* To take part in the Forge’s performance management cycle and supervision for therapeutic practice support
* To integrate the Forge’s policy on equal opportunities into all aspects of the work of the Forge.
* To discharge other duties, as required by the Head Teacher within the scope and status of the post.
* To take reasonable care for his/her own health and safety and any other person(s) who may be affected by his/her acts or omissions at work, in accordance with the Health & Safety legislation.
* To promote the protection and safeguarding of learners through the active implementation of relevant school policies and procedures with particular reference to: child protection policy, safe touch policy, positive behaviour policy and the staff code of conduct, and to raise any concerns relating to such procedures which may be noted during the course of duty.

### You will be required to have a valid Worcestershire DBS disclosure certificate.

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| PERSON SPECIFICATION | **Essential** | **Desirable** |
| **Qualifications**   * Qualified Teacher Status. * Further qualification in SEN or commitment to gaining one * Licensed Thrive Practitioner   **Experience /Knowledge & Understanding**   * A proven track record of successful class teaching in mixed ability classes in a secondary/high or middle school * A proven track record of raising the attainment and achievement of pupils who have challenging behaviours * Proven success at leading, managing and teaching a specific curriculum/learning area in a school setting * Proven success at leading and managing an area of school development * Proven success at devising personalised learning outcomes for pupils on a lesson by lesson basis * Good understanding of current theory and  practice of best practice in teaching and learning, particularly as it relates to achieving rapid progress and reengagement for children with challenging behaviours * Good subject knowledge of core National Curriculum subjects and sound knowledge of foundation subjects * Understanding of effective strategies for maintaining high standards of discipline and behaviour as it relates to achieving rapid progress and reengagement for children with challenging behaviours * An understanding of normal and abnormal child development * An understanding of safeguarding and equality of opportunity issues and how they can be addressed in schools. * Understanding of Therapeutic communities competencies for the role and an awareness of therapeutic practice. An interest in psychodynamic and trauma informed approaches to childcare.  Skills/Abilities/Attributes  * To demonstrate the skills of a good teacher, including the ability to:   1. Interest, encourage, motivate and engage pupils;   2. Provide appropriate levels of challenge, so   that pupils make good progress through  measurable outcomes   * 1. Use methods and resources that enable all   pupils to learn effectively;   * 1. Use assessment information effectively to plan next steps in children’s learning   2. Make effective use of time   3. Secure high standards of behaviour   4. Make effective use of teaching assistants and other support;   5. Enable pupils to acquire new knowledge and skills;   6. Enable pupils to develop the skills to work independently and collaboratively;   7. Enable pupils to develop self-esteem and respect for others;   8. Create a well organised, stimulating learning environment.   9. Demonstrate a commitment to the protection and safeguarding of children and young people.      + Ability to make a significant contribution to a school ethos that promotes high achievement reengagement and change from within.      + A commitment to raising achievement and standards throughout the school.      + The ability to work as part of a multi- agency team in planning and implementing the curriculum and meeting pastoral needs      + The ability to work within the framework of national and whole school policies to ensure consistency of practice.      + The ability to relate to and communicate effectively with parents and carers and external agencies in an authentic and straightforward way and to encourage their active participation in the educational process.      + An ability to use ICT effectively.      + A commitment to further your own professional development and to the principle of continuous improvement particularly TC Practitioner frameworks.      + Remarkable levels of inner resource, with an ability to work openly and flexibly in a team | ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓ | ✓  ✓  ✓ |