



Job Description

Job Title	Teacher – Individual Tutor for The Horizon Service
Academy	The Harbour School
Reports to	Phase Leader
Line Management of	N/A
Salary / Grade	MPR 1 – 6, UPR 1-3 + SEN
Date Last Evaluated	November 2024
Core Purpose	<p>To work as a teacher within the Horizon Service. This may involve teaching students at a variety of locations including their homes, community centres, centres and Schools.</p> <p>You will be asked to teach students in small groups online, particularly KS2 (Primary maths and English) and KS4 (Entry Level English and maths) only.</p>

Key Responsibilities	
<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 	<p>To provide continuity and progression of education.</p> <p>Specific Curriculum expertise across key stages and subjects which will include developing appropriate schemes of work and programmes of study; identifying resources, teaching, monitoring and recording within the curriculum.</p> <p>To contribute to the development and maintenance of a broad and balanced curriculum and range of interventions, in accordance with the needs and circumstances of students in</p> <p>To ensure that literacy, numeracy and ICT is fully incorporated within planning.</p> <p>To support school staff in the development of individual students' social, emotional and life skills and core curriculum.</p> <p>To maintain records on the progress of individual students, to prepare reports and assessments and to participate in reviews at the direction of the Phase Leader/SLT.</p> <p>To work with students in small groups.</p> <p>To ensure that all students, for whom the post holder is responsible receive an appropriate level of high-quality pastoral care.</p> <p>To ensure that the views of children and young people are taken into account in any decisions made.</p> <p>To develop and maintain good working partnerships with the parent/carers of the children and young people attending the provision and ensure that their views are taken into account in any decisions made.</p> <p>To contribute and collaborate with other agencies and organisations, in order to meet the wider needs of students and their families.</p> <p>To plan, discuss and share information and expertise with other staff within the school.</p> <p>Where directed, to take an active role in student integration/transition programmes.</p> <p>To be conversant with and carry out relevant national legislation and local policy.</p>

15. To undertake any training as appropriate with the aim of increasing professional skills and expertise.
16. To actively participate in performance management scheme.
17. At the discretion of the Head Teacher/Assistant Headteacher/Phase Leader, such other activities as may from time to time be agreed consistent with the nature of the job described above.
18. To follow school policies and procedures and where appropriate those in relation to The Horizon Service

General Responsibilities

1. To contribute towards high quality educational provision and support for young people with SEMH within your remit
2. To improve outcomes for children and young people, who are unable to attend mainstream school, so that they can: be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being.
3. To fully and actively support processes, including Safeguarding Procedures, Common Assessment Framework, Lead professional role and Information sharing and assessment protocols.
4. To work with colleagues to achieve school plan objectives and targets.
5. To participate in Employee Development schemes and Performance Management and contribute to the identification of own team development needs.
6. To maximise opportunities for children and young people to be included in mainstream provision.
7. To support the development of the School ethos and identity.
8. To maintain awareness of and commitment to the school's Equal Opportunity Policies in relation to both employment and school delivery
9. To fully comply with the Health and Safety at Work Act 1974 etc, the school's Health and Safety Policy and all locally agreed safe methods of work.
10. Report student issues in line with policies for health and safety, child protection, behaviour management etc

The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Headteacher approval.

Note: Every job description in the organisation will be subject to a review either:

- On an annual basis at the time of the annual appraisal meeting, or
- As a result of a change in strategic direction, or
- As a result of a team/operational requirements, or it is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.

Assessment methods

A – Application I – Interview T – Task/Activity R – References

Person Specification



Criteria		Essential (E) or Desirable (D)	How Assessed Application (A) Interview (I) Reference (R) Test (T)
Qualification	Qualified teacher status	E	A
	Degree or equivalent	E	A
	Evidence of recent study, in respect of effective practice for young people with SEMH needs. (NB: TLR – E)	D	A, I
	Evidence of recent Continuing Professional Development	E	A, I
Skills and Abilities	An ability to communicate effectively with children and young people	E	A, I, R
	Evidence & ability to deliver the curriculum area(s) as outlined in the job description	E	A, I, R
	Evidence of working effectively with children and young people with SEMH needs	E	A, I, R
	Evidence of recent innovative curriculum development in respect of students with SEMH needs	E	A, I, R
	Ability to effectively involve children and young people in decisions about their future	E	A, I, R
	Ability to effectively involve parents/carers in decisions relating to their children	E	A, I, R
	Experience of building and maintaining effective partnership working with external agencies	D	A, I, R
	Effective curriculum development and the ability to make judgements on the quality of teaching and students' work	E	I, R

	Ability to contribute to the service systematic self evaluation and review.	D	I, R
	Effective use of ICT to enhance learning	E	A, I
	Well developed organisational skills	E	A, I, R
	Ability to analyse and interpret data/results	E	A, I, R
	Ability to write clear and precise reports	E	A, R
	To plan and deliver appropriate curriculum	E	A, I, R
Knowledge	A sound understanding of issues facing those with SEMH needs, including risk factors relating to substance misuse, offending behaviour, self-esteem, social skills, risk taking behaviour and/or medical.	E	A, I, R
	A sound understanding and experience of effective curriculum design for students with SEMH needs	E	A, I, R
	A sound understanding of effective approaches to teaching and learning for students with SEMH needs.	E	A, I, R
	A working knowledge of the flexible arrangements within the National Curriculum framework	E	A, I, R
	A sound understanding of effective interventions and support for students with SEMH needs	E	A, I, R
	Knowledge of student centred learning strategies and young persons' special needs	E	A, I, R
	Good understanding of child development and learning processes	E	A, I
	Up to date knowledge of National Strategy	E	A, I

	Some knowledge of recent legislation related to permanently excluded, vulnerable, challenging and medical young persons	E	I
	A sound knowledge of assessment techniques in respect of students with SEMH needs.	E	A, I, R
Other	A commitment to inclusion and inclusive practice	E	A, I, R
	Evidence of effective team working	E	A, I, R
	An ability to work under pressure	E	I, R
	A commitment to equality of opportunity	E	A, I, R
	A flexible attitude and an innovative approach	E	A, I, R
	The resilience to meet and overcome challenges	E	I, R
	A willingness to become fully involved in delivering Behaviour Support services to mainstream schools [and post-16 providers]	E	A, I
	Self motivated and able to work independently with a proven ability to prioritise, plan and organise own work	E	A, I, R
	Recognise when to ask for advice and support	E	A, I, R
	Good understanding of safeguarding procedures and responsibilities	E	A, I, R
	Full driving licence and use of vehicle	D	I

Assessment methods

A – Application

I – Interview

T – Task/Activity

R – References