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| **Role Title** |
| **Teacher** |

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| **Role information** | | | | | | |
| **Team** | **Pay band** | **Hours** | **Location** | **Duration** | **Reports to** | **Prerequisites** |
| L4L | M2 | P/T 0.4 - 0.8 FTE | Kent (various) | Fixed term for 2 years with potential to renew | SML4L & CEO | * Right to work in UK * Enhanced DBS * Satisfactory references * Qualified Teacher Status |

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| **Role Purpose** |
| **To deliver high-quality, learner-centred classes and learning support to young, mostly unaccompanied refugees and asylum seekers** in order to equip and prepare them for a successful transition to mainstream school and/or college**.** |

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| **About us** |
| KRAN (Kent Refugee Action Network) takes an empowering and supportive approach to its work with young refugees and asylum seekers, offering a range of services to help them address their needs. These services include:   * One-on-one casework support and signposting for legal, housing and welfare needs * Mentoring/befriending schemes * “Learning for Life” classes * Sports and social activities * Youth forums and youth engagement and outreach initiatives   The **Learning for Life** team delivers courses to RAS (refugee and asylum seeking) young people to help prepare them to join school or college. Our lessons focus mostly on English but can also cover maths, life skills and aspects of UK culture and values, and life in the UK. Teachers make use of L4L curriculum materials and adapt these – and develop new resources – to best meet the learning needs of the young people in their class(es). Most of our learners join us soon after their arrival in the UK/entry into the community and, the vast majority have low levels of English. Our class sizes rarely exceed 12 and classes usually have a Teaching Assistant  or other support person available to facilitate the class and provide extra help. |

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| **Main opportunities and challenges of this role** |
| The main opportunity is to make a real difference to the quality of life of the young refugees and asylum seekers we work with. This is achieved in two ways:   1. By providing a safe space and a sense of belonging and community to vulnerable RAS (refugee and asylum seeking) young people in our classes and our interactions. 2. By equipping learners with the language, knowledge and skills they need both to cope independently with every day, practical aspects of life in the UK and to acquire the basic behaviours, routines and knowledge that will underpin the success of their transition to mainstream school or college after leaving KRAN.   The main challenges can include:  1. Teaching diverse groups with mixed abilities, different language levels, different first languages and varying previous educational experiences and levels of literacy  2. Coping with the unexpected - such as fluctuating attendance and turnover of learners - so often having to think on your feet and make real-time adjustments to lessons plans  3. Remaining vigilant about learners’ well-being and welfare, in order to report concerns or potential signs of safeguarding issues promptly |

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| **Main responsibilities and duties** |
| The role is responsible for:   * Delivering assigned classes to professional standards * Conducting assessments and monitoring progress * Completing class registers and academic reporting as required * Raising any potential or suspected safeguarding risk, child protection issue or welfare concern without unnecessary delay, and in line with KRAN’s policies and procedures   The main duties include:   * Deliver suitable classes for the specific learners in the class and undertake the associated planning, preparation and assessment * Make use of existing resources and prepare – and share/save centrally – new ones as appropriate * Manage the work of any classroom assistants or any volunteers/trainees etc supporting the lesson effectively and appropriately * Attend teachers’ meetings and be an active member of the L4L team, sharing insights   and offering/requesting support and input when appropriate   * Contribute to PEPs (Personal Education Plans) as required and keep accurate records and summaries of classes taught in the appropriate shared drive/place; attending meetings when required * Keep daily registers of attendance * Deliver other forms of learning support that may be required from time to time, such as workshops, remedial coaching sessions, or activities/trips in school holidays (or remote/hybrid initiatives in the event of lockdowns etc) * Signpost other KRAN services to young people, and collaborate constructively with staff involved in such services * Where applicable, comply with host venue policies, regulations etc   Other duties include:   * Attend All Staff meetings and awaydays as required * Be familiar with, and abide by, KRAN’s policies and procedures * Undertake other relevant dues as requested by line manager |

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| **Role requirements – Essential (E) and Desirable (D)** |
| ESSENTIAL:   1. Qualified Teaching Status 2. English EITHER as your first language OR as a language that you have successfully learnt in addition to your first language 3. Sound understanding of how young people learn best 4. Flexibility and compassion   DESIRABLE BUT NOT ESSENTIAL:   1. Experience of teaching teenagers or young adults   Experience of teaching English to speakers of other languages   1. Knowledge of/interest in other languages (especially refugee community languages) 2. Knowledge of the UK education landscape |