**PURPOSE:** Teacher to teach Year 7: English, Maths and

Personal Development

**DISCLOSURE LEVEL:** Enhanced

**SITE SCHOOL TIME:** 8 am – 4 pm Term Time only (36 weeks per annum + 5 Development Days)

**SALARY:** To be discussed at interview

**LINE MANAGER:** Senior Leadership Team (SLT) / Head Teacher

**Key Stage 3 Class Teacher - Job Description**

Great Oaks Small School is a small independent (secondary) school. Our main school is situated in a semi-rural site, in attractive converted farm buildings, on the outskirts of Minster. Our lower school caters for key stage 3 and 4 students with our upper school, catering for key stage 4 and 5 students. The school’s upper school is sited within the Science and Technology Innovation Centre at Discovery Park. The two sites are within a five-minute drive of each other.

We provide a unique education for autistic students, aged 11 – 19 years of age. Students successfully study subjects at a level commensurate with their academic, social and emotional ability: Independent Living Skills, ASDAN, Foundation, Entry Level, GCSEs and A Levels, as appropriate to aptitude, aspiration and need.

Entering secondary school can be a daunting prospect but with our support and expertise, every student can feel safe and achieve success in both their well-being and academic development and you can be part of that within our happy, enthusiastic, energetic and caring team.

We are a tight unit of highly committed teachers and support staff working in partnership with students, parents, carers, external agencies and other schools. We aim to provide the best possible educational experience for students and staff by following our mission of giving neuro-atypical children and Young People, equal life chances to their neuro-typical peers. We do this through the school’s vision:

* Open Minds
* High Aspirations
* Promising Futures

We work with students to design a personalised curriculum that meets their needs, interests and aspirations for the future. Some students successfully move on to college or university others move into training or employment.

In addition to individual subject choices, students have opportunities to take part in a range of Enrichment Activities such as on and off-site Forest School, The Duke of Edinburgh Award Scheme (numbers dependent), educational trips, cultural visits and work-experience.

We are delighted that you are interested in joining our small school where we build on the school’s five core values of Kindness, Consideration, Thoughtfulness, Politeness and Respect. We believe laying these firm foundations gives our students a solid platform from which to transfer confidently into their chosen pathways in their lives after Great Oaks. You could be part of the journey that makes it possible.

Although we are secondary and post 16 provision, we are looking to appoint an innovative, creative and flexible primary trained teacher who will be employed to teach the younger members of our school community as they make their transition from primary to secondary education. The appointed teacher will use a ‘primary type’ approach supporting students from Year 6 to Year 7.

The applicant will need to have good knowledge and skills of numeracy and SPAG in addition to having experience with reluctant readers and writers. Furthermore, the candidate will have an excellent understanding of SEND with the ability to teach and inspire learning in autistic children.

**Main duties and responsibilities:**

**Health and Safety**

* Promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact
* Promote the general progress and well-being of students in your care
* Provide the students with guidance on educational and social matters relating to their studies and future careers
* Safeguard the health and safety of children and Young People

**Curriculum**

* Undertake the whole school responsibility for the primary curriculum as may be reasonably determined by the Head Teacher
* Contribute to the school’s strategic plan by devising and evaluating a curriculum plan in consultation with the Senior Leaders
* Be responsible for following school policies, producing schemes of work with relevant assessment and monitoring systems which comply with the school’s intentions at the whole school, department, discrete and creative subject area, with cross-curricula links
* Maintain records in accordance with the policy, supply reports and information as necessary

**Staffing**

* Contribute to the appraisal process both in terms of your own performance and the performance of staff for whom, you have responsibility
* Negotiate with students their literacy and numeracy targets, supervise and support the work of fellow teachers and teaching assistants
* Be an effective team leader able to use high levels of literacy and interpersonal skills to enable teachers and teaching assistants to perform to their full potential as individuals and as efficient team members regarding the correct use of the English language, both written and spoken

**Teaching Practice**

* Be an exceptional classroom practitioner, able to model a range of effective literacy and numeracy teaching skills
* Teach according to educational needs, the groups assigned to you
* Inspire and engage your students using your flexibility to discover and develop their work through their interests and ability
* Ensure that a visual record of students’ work is maintained each year; film and photograph working progress as appropriate for the recording of progression
* Provide individual support for students as required, help and encourage them to keep their work in good order
* Maintain order and discipline with your students both inside and outside the classroom
* Participate in any arrangements for further training and professional development
* Review methods of teaching and programmes of work from time to time

**Administration and Planning**

* Monitor, record, set and mark, analyse and report progress and attainment in accordance with the school’s marking policy
* Participate in arrangements for preparing students for their external examinations
* Provide a detailed typed report on each student annually, two data progress reports each year and attend two follow-up parent/carer open evenings per year
  + Communicate and consult with parents/carers and other persons or agencies outside the school as required
  + Participate in meetings, particularly the regular staff meeting each week, regular curriculum meetings plus meetings with parents/carers, as required
  + Participate in any arrangements for further training, professional development and the school’s appraisal system
  + Be responsible for all teaching materials and ensure that any allocated budget is spent in accordance with the Subject Plan with the value for money sought
  + Work closely with the Senior Leaders and assist with the preparation and introduction of new courses and schemes of work as required
  + Take good care of your teaching space and all teaching materials provided by the school
  + Stand in for colleagues should they be absent, as appropriate
  + Set work for your classes if you are away from school for any reason
  + Participate in supervisory duties or sporting activities as required
  + Invigilate if schedules to do so
  + Dress appropriately at all times
  + Carryout general duties and responsibilities as deemed reasonable by Senior Leaders

**Data**

* Be responsible for analysing the progress, achievements and examination results attained, in the context of results for the school and in comparison, with the national picture across Key Stages
* Be competent in interpreting data and actively support other departmental staff to become similarly knowledgeable

Great Oaks Small School (Independent) is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Key Stage 3 Class Teacher – Person Specification**

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| --- | --- | --- | --- |
|  | **Essential**  **These are qualities without which the Applicant could not be appointed** | **Desirable**  **These are extra qualities which can be used to choose between applicants** | **Method of assessment** |
| **Qualifications** | A good degree from a recognised university, UK or overseas | Qualified Teacher Status | Production of the Applicant’s certificates |
| **Experience** | Teaching at KS2: Year 5/6 level  Working with students who have SEND i.e.:  Autism  Dyslexia  Dyscalculia  Phonics knowledge and skills, grammar knowledge and skills, emergent reader knowledge and skills, emergent writer knowledge and skills  Up-to-date knowledge and skills of current numeracy practice | Some experience teaching KS3, GCSE, AS and A Levels in a recognised school or college  Attendance at regular Development Day training meetings  Familiarity with examination board specifications AQA of particular interest | Contents of the Application Form  Interview  Professional references |
| **Skills** | Effective communication skills with both staff and students  Correct spoken and written English with ability to teach analytical/critical appreciation and essay writing  IT literate  Proven organisational skills  The ability to show initiative within the framework of a strong and supportive team  An outstanding performer in the classroom inspiring students to achieve | A commitment to becoming involved in extracurricular activities of the school  A clean driving licence  A minibus license or the willingness to obtain one | Contents of the Application Form  Interview, demonstration lesson  Professional reference |
| **Knowledge** | An understanding of the UK educational system  Excellent subject knowledge and ability to plan and deliver the curriculum to other members of staff | An awareness of the statutory requirements of Health and Safety | Contents of the Application Form  Interview  Professional references |
| **Personal competencies and qualities** | The motivation to work with children and young people  The ability to form and maintain appropriate relationships and personal boundaries with children and young people  A positive attitude to the use of a person centred approach to maintain discipline  enthusiasm, stamina and good health  A willingness to organise, take part in and support educational visits | A good sense of humour  A calm manner  A perceptive understanding of teenagers and their ‘needs’ and ‘expectations’  A flexible approach to teaching and a willingness to learn  A passion for the subject and all it offers  A firm, fair and understanding approach in all matters | Contents of the Application Form  Interview  Professional references |