

# Oakley School

[www.oakleyschool.co.uk](http://www.oakleyschool.co.uk)

## Job Description & Person Specification

### Teacher

**School Mission:** Children and young people at the heart of all we do.

**School Ethos:** Work Hard, Be Kind, Have Fun, Stay Safe.

Reports to: Headteacher, Deputy Head, Assistant Heads & Phase Leaders

#### Context

Oakley School is the Tunbridge Wells District Special School for day pupils, aged from 3 to 19 years. We operate across 3 sites; our Tonbridge site meets the needs of our Phase 4, 16+ young people (approx. 55 students). On our Tunbridge Wells site we have pupils from age 3 (in our Specialist Nursery) through to 16 (in Phases 1 to 3) (approx. 170 children). We also have a small Satellite Provision at Skinners' Kent Primary School in Tunbridge Wells.

All our pupils have an Education, Health and Care Plan (EHCP). Children who attend the school have a wide range of severe and/or complex needs, with communication and learning difficulties. Children come from a wide range of socio-economic backgrounds, with around 37% eligible for Free School Meals.

#### Employment

The post holder is expected to work within the rules and regulations laid down in the "School Teachers' Pay and Conditions Document" and to the Teachers' Professional Standards.

#### Job Purpose

- To teach classes and subjects as deployed, throughout the school.
- To work collaboratively, both to lead and support colleagues and teams within the school.
- To work inclusively, developing links with other special and mainstream schools and agencies.
- If applicable, to lead and co-ordinate the teaching and development for a specific subject(s) within the site, department and throughout the school.
- To be committed to safeguarding children and young people, and to ensuring that they participate in and enjoy their education.

### **Principal Accountabilities**

- To implement all school procedures and policies consistently, and contribute to their evaluation and further development, supporting the school in achieving its aims, vision and priorities as set out in the School Development Plan.
- To develop and manage positive relationships with all pupils, staff, carers, parents, governors and the wider community, building optimism, self-esteem, self-confidence, team commitment and a problem-solving approach, enthusiasm and active participation.
- To consistently and effectively plan and deliver lessons and sequences of lessons to meet all pupils' individual learning needs, ensuring progression and continuity in their learning.
- To use knowledge of the pupils' special needs, advice from the therapists, school aims and policies, schemes of work, and national curriculum requirements for the relevant curriculum areas to establish and communicate clear, relevant and challenging learning objectives and enjoyable learning experiences.
- To apply effective lesson structures, classroom organisation, communication and pupil management strategies to meet the range of learning styles presented by individuals and groups.
- To provide positive and targeted support for all pupils with specific learning needs.
- To teach and develop pupils' participation, social skills, responsibility, concern for others, independence, literacy, numeracy and ICT skills throughout the curriculum and enable them to make safe and healthy choices.
- To use and develop opportunities for learning outside the classroom including the setting of home learning, if applicable.
- To manage creatively, the full range of resources available including adults other than teachers, ICT and the environment beyond the school in preparation for adult life.
- To promote pupils' wellbeing and positive behaviour management, set clear expectations for maintaining appropriate behaviour, manage challenging or difficult behaviour from pupils, minimise any negative impact on the learning of others, and/or on the pupils themselves.
- To regularly monitor, evaluate, record and report the progress of pupils in relation to their prior attainment, using agreed school systems and to use this to provide constructive on-going feedback to pupils to guide their learning and develop their individual capacity to know, understand, value and build on their own strengths and skills.
- To evaluate, analyse and respond to pupil assessments through modification of planning, and setting targets for further learning.
- To participate in, and engage with, a range of school based and external INSET and professional development activities, including performance management feedback, and use this to share outcomes with colleagues and to continuously improve own teaching performance.

### **Subject Leadership**

- To support, collaborate and provide strategic leadership, advice and guidance to colleagues also teaching the subject/s.
- To regularly review, monitor and evaluate the standards of teaching and learning in the subject/s.
- To use findings to inform the strategic development of the subject/s, identifying strengths and development needs, resolving issues, priorities, training and resource needs.
- To develop and maintain relevant subject policy, schemes of work, long term and medium term curriculum plans, resource audit log and expenditure plan.

## Person Specification

### Qualifications & Experience

- Experience of working in different school settings
- Experience of working with a variety of support staff and agencies within and beyond the school.
- Qualified teacher/NQT
- Primary Trained
- Subject and phase specialism that is matched to the curriculum needs of the school
- Evidence of continuing professional development through recent and relevant INSET
- Knowledge and experience of teaching pupils with a range of special educational needs

Essential  
Essential  
Essential  
Desirable  
Essential  
Desirable  
Desirable

(As a routine procedure, all staff must provide evidence of their qualifications claimed on application to the school.)

### Personal Qualities and Skills

- A proven record of effective teaching and learning skills, and curriculum implementation
- The ability to plan and assess and record pupils learning using knowledge of the school aims and policies schemes of work, national curriculum requirements for the relevant curriculum areas
- Awareness of successful strategies to support pupil's communication through literacy, numeracy and personal development
- The ability to build and manage relationships constructively with a wide range of pupils, adults and professionals
- The ability to work as a member of a team(s) in a variety of teamwork and collaboration roles
- A high level of commitment to school development, improvement and inclusion
- An understanding of current SEN issues
- An understanding of the range of SEN needs and their impact on learning in their subject(s)
- A clear understanding of what their subject(s) has to offer pupils with SEN
- Evidence of personal organisation and the ability to meet deadlines under pressure
- The ability to use Information Technology in the classroom to aid teaching & learning
- Willingness to evaluate your own performance with accurate self-assessment, and develop new skills
- A well-developed sense of humour and optimism
- Self-confidence and resilience
- Empathy
- Adaptability, flexibility and ability to use initiative
- Commitment to safeguarding and equality and diversity.

### Child Protection

This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. Appointment to posts exempt from the ROA will be subject to the successful candidate obtaining an enhanced disclosure from the Disclosure & Barring Service to KCCs satisfaction. Oakley School is committed to the fair treatment of its staff, potential staff or users of its services regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background. Where applicants have declared a criminal record, the relevance and circumstances of the offences will be considered in relation to the post applied for. Having a criminal record will not necessarily bar that person from working with us.

*Oakley School is committed to safeguarding children and young people, a commitment we expect all staff to share and uphold.*

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