

## **Job description**

<b>Title:</b>	<b>Teacher</b>
<b>Location:</b>	<b>Greenfields School</b>
<b>Salary:</b>	<b>£35,840.70</b>

## **Context**

We are committed to creating therapeutic environments where children and young people can have their emotional, physical, educational and social needs met by caring and informed therapeutic staff. At Greenfields School we provide an environment where the damage of a young person's past can begin to be addressed.

Our work is grounded in psychodynamic principles. We believe that the difficulties people have are rooted predominantly in their relationships, and we believe that healing also happens within relationships. We expect our staff to fully engage in training and support provided to gain understanding of the power of group dynamics.

We provide a programme of regular line management supervision. It is our expectation that all matters which directly impact upon the working task, both personal and professional, are appropriately processed within these forums. It is our aim that all staff members are thereby enabled to develop a degree of self-awareness, and of the impact of their own experiences and actions, which will increase the effectiveness of their direct work with the children.

The purpose of Greenfields School is to provide such an environment where the damage of a child's past can begin to be addressed. Consequently, staff within the centre will need to demonstrate a level of commitment to facilitate the therapeutic needs of children in their care.

## **Purpose**

To teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the Head Teacher and Assistant Head Teachers.

## **Responsibilities**

- To teach identified pupils suitably differentiating teaching and learning to address their educational needs, including the planning and preparation of lessons and the setting and marking of work.
- To organise and manage the classroom as a creative and effective learning environment.
- To contribute to meetings, discussions and management systems as necessary to co-ordinate the work of the school as a whole.
- To write Individual Learning Plans and Behaviour Management Plans and review them each term for all pupils.

- To attend training designed to further your own skills and the collective skills of Greenfields Therapeutic Community. These may include internal sessions and external courses.
- To monitor and report on the progress of pupils in the school to the Head Teacher and Assistant Head Teachers.
- To assess achievements and progress of pupils and engage the pupils in target setting linked to their Annual Reviews and PEPs.
- To promote equal opportunities within the school.
- To attend meetings and reviews as necessary in connection with pupils in the class.
- To work within the agreed belief system of Greenfields House, Gables House, Oakwood House and Greenfields School, as a whole, via psychodynamic group philosophy iST model, practice and policy.
- To engage in daily handover dialogue with therapeutic care staff through face to face contact, telephone contact or written report.
- To attend staff meetings and training days as required.
- To manage and supervise the work of classroom assistants, as applicable.
- To attend outside courses that would contribute to the development of the individual or community.
- To be responsible for safeguarding and promoting the welfare of the children in the community.
- To contribute to the overall development of the educational facilities within the community.
- To engage in Performance Management and individual Supervision meetings.
- To participate in extracurricular events and activities and off site visits as required.

This job description sets out the duties of the post at the time it was drawn up. Such duties may vary from time to time without changing the general character of the post. Such variations are of a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

## Person Specification

**Title: Teacher**

**Location: Greenfields School**

	ESSENTIAL	DESIRABLE
Education and Qualifications	Qualified Teacher Status (QTS)	
Experience	<p>Planning and developing creative and effective teaching and learning</p> <p>Developing cross curricular schemes of work</p>	<p>Working with children with challenging behaviour</p> <p>Working within a small school</p> <p>At least 2 years prior teaching within a special school or SEN/SEMH environment.</p>
Skills and Abilities	<p>Ability to communicate in an open and positive manner.</p> <p>Ability to deal sympathetically and empathetically with emotionally fragile and traumatized young people.</p> <p>To be child-focused.</p> <p>Commitment to participate in, and support the work of, the school and community.</p>	<p>Ability to take responsibility for own personal development.</p> <p>Experience of working within a multi agency team</p>
Knowledge	<p>An understanding of the physical, intellectual, emotional and social needs of children.</p> <p>To plan for differentiation in lesson activities</p>	
Other	<p>Able to accept and assimilate support and advice from managers, peers, colleagues and consultants</p> <p>A commitment to understand the theoretical base, Mission and values of Childhood First and Greenfields.</p> <p>Committed to anti-discriminatory practice</p> <p>Must be able to drive (full driving licence).</p>	

## **Additional Information**

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of young people including:

- Motivation to work with young people.
- Ability to form and maintain appropriate relationships and personal boundaries with young people.
- Emotional resilience in working with challenging behaviours.
- Attitudes to use of authority and maintaining discipline.
- Candidates may be asked to lead a short class based activity

## **Safeguarding Children: Information for employment candidates Safeguarding and Promoting Welfare**

Childhood First is committed at every level to safeguarding and promoting children's welfare. We take seriously our duty to protect every child from abuse and maltreatment and to prevent impairment of children's health or development.

The safeguarding and welfare of the children is considered within the context of their relationships with others and from within a culture of listening to, and engaging in dialogue with children and seeking their views about all aspects of their lives and their care

Child Protection is a part of safeguarding and promoting welfare. We understand it as the activity undertaken to protect specific children who are suffering, or are at risk of suffering, significant harm. Children who receive a service from Childhood First have suffered significant harm or have been at risk of doing so and remain vulnerable especially as children who live away from home.

### **Working together to Safeguard Children 2018**

All Childhood First policies are written in accordance with the relevant key legislation. The Safeguarding and child protection policies are written with particular reference to Working Together to Safeguard Children 2018. All Directors and senior staff within the organisation are aware of the importance of this document and guided to use it with their staff teams.

### **Accountability**

Childhood First has a clear line of accountability in each of its services up to the Director/Registered Manager of the service. Each Director is line managed by the Chief Executive (also the Responsible Individual for the organisation). The Executive is accountable to the Board of Trustees.

Every member of the organisation has a duty to report Safeguarding/Child Protection concerns to their line manager or the community designated safeguarding lead. Immediate steps must be taken to prevent the child from harm or further harm. These should be agreed with the most senior person available. It is the responsibility of the Registered Manager or Responsible Person (or the designated safeguarding lead) to inform statutory agencies who may instigate a Child Protection investigation. This will include the child's social worker and parents (Where appropriate); the police as necessary; and the Local safeguarding Children Board MASH team within the host authority.

The ongoing systems of training, supervision, and consultancy, in group forums and individual sessions, work together to ensure that all employees of Childhood First are clear about their responsibility to work together to safeguard children. These systems ensure that all remain aware of policy and practice areas which impact on our joint ability to safeguard children. All staff are reminded that they must remain alert to the potential indicators of abuse or neglect and to the risks that individual abusers, or potential abusers, may pose to children this includes other children or young people living in the home and perpetrators external to the home.

## **Inter-agency working**

Childhood First is committed to working in partnership with local authorities and other agencies to safeguard and protect children from abuse. Good inter-agency co-operation and communication are the essential bases for carrying out child care and safeguarding children. We co-operate with all statutory and other professional agencies in the spirit of protecting children.

Safeguarding and Child Protection procedures in each place of work are consistent with local policies and agreed with the Local Safeguarding Children Board. The Registered Manager of each facility will ensure that all staff have access to these procedures and are provided with regular Safeguarding/Child Protection training commensurate with their role. All induction training includes Safeguarding.

Events and Notifications under Regulation 30 of Children's Homes Regulations are sent to Ofsted as well as to the Chief Executive and (Responsible Person) and the organisations designated safeguarding lead.

## **Local Children's Safeguarding Boards**

Local Children's Safeguarding Boards are the key statutory mechanisms for ensuring safeguarding and protection of children. Their roles include agreeing how relevant organisations (like Local Authorities, providers of residential care like ours) will co-operate to do this and ensuring effectiveness including training and increasing understanding of Safeguarding issues. It is their job to ensure that children and adults know who to contact if they have a concern that a child is being harmed.

## **Recruitment and HR procedures**

Childhood First has comprehensive recruitment and selection procedures, as an organisation we follow safer recruitment guidelines to ensure that our children and young people are safeguarded we then provide supervision/ appraisal and continued CPD to ensure all of our staff develop in their roles to provide the high standards of service delivery, disciplinary and whistleblowing procedures which must be complied with at all times.

## **Training**

All staff members undertake appropriate Safeguarding training starting at basic induction, and including refresher training at regular intervals. The training includes an awareness regarding CSE and the radicalisation of children and young people, regular refreshers provide a continued update to reflect changes in guidance, policy and legislation.

## **Recruitment of ex-offenders**

1. As an organisation using the Disclosure and Barring Service (DBS) Disclosure service to assess applicants' suitability for working with vulnerable children, Childhood First complies fully with the DBS Code of Practice and undertakes to treat all applicants fairly. We undertake not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
2. We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.
3. This written policy on the recruitment of ex-offenders is made available to all Disclosure applicants at the outset of the recruitment process.
4. We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.
5. Because of the nature of our work Enhanced Disclosure is required for most positions. For ancillary posts at residential children's homes Standard Disclosure is required. All application forms and recruitment briefs will contain a statement that a Disclosure will be requested in the event of an individual being offered the position.
6. Where a Disclosure is to form part of the recruitment process, all applicants called for interview will be asked to provide details of their criminal record. We request that this information is sent under separate, confidential cover, to a designated person within the Foundation, and we guarantee that this information is only seen by those who need to see it as part of the recruitment process.
7. We will only request information about 'spent' convictions from applicants for posts covered by the Rehabilitation of Offenders Act (Exemptions Order 1975).
8. We ensure that everyone who is involved in the selection process has been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.
9. At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

10. We make every subject of a DBS Disclosure aware of the existence of the DBS Code of Practice and make a copy available on request.
11. We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.

### **Disqualification for Caring for Children Regulations 1991, Amendments Regulations 1997**

These regulations set out the conditions under which an individual can become disqualified for caring for children. No person disqualified from caring for children is permitted to work with children without written consent from the Secretary of State. In addition to our own checks about whether employees are disqualified we also require a declaration from individuals who are invited for interview that they have not been disqualified.

The conditions which would disqualify an individual include:

- being convicted of or cautioned for certain offences. A list of the offences (known as Schedule 2) is available from Childhood First.
- circumstances where a child of the individual has been the subject of a care order, or where an order has been made to remove a child from the individual's care or to prevent a child living with the individual
- where an individual has been involved with a home which has been removed from the register, or refused registration
- where an individual has been prohibited from being a private foster parent, has been removed from the register of child minders or day care providers or has had such registration refused