

<b>Post Title</b>	Primary Teacher (SEND)
<b>Salary range/grade</b>	£37,200 - £47,700 (depending on qualifications and experience)
<b>Responsible to</b>	Head Teacher / Assistant Head Teacher / Lead Teacher
<b>Performance Management of</b>	LSA's and Tutors
<b>Type</b>	Full time, Term Time Only
<b>Base</b>	Parkview Academy – Welling
<b>Job Purpose</b>	
<p>The post holder will participate in teaching and learning at Parkview Academy to a small number of primary learners in Key Stages 1 and 2 . They will actively promote the curriculum policy within the school by planning, delivering and assessing a range of subjects.</p> <p>They will specialise in a subject area and teach other subjects across the curriculum to progress learners with SEND and challenging behaviour to ensure they are achieving their full potential.</p>	
<b>Key Tasks and Activities:</b>	
<b>Role Specific</b>	
<ol style="list-style-type: none"> <li>1. Develop schemes of work and lesson plans in line with curriculum objectives and the curriculum policy.</li> <li>2. To differentiate learning, gain an understanding of learners' individual needs and plan and deliver teaching and learning accordingly.</li> <li>3. Adhere to and actively implement the school's curriculum and assessment policy</li> <li>4. Plan and deliver lessons to key stages 1 and 2, and all key stages when required</li> <li>5. Facilitate learning by establishing a relationship with pupils, and by the organisation of learning resources and the classroom learning environment.</li> <li>6. Develop and foster the appropriate skills and social abilities to enable the optimum development of our pupils, according to their age, ability and aptitude.</li> <li>7. Support the Assistant Head Teacher in recording progress and preparing pupils for examinations.</li> <li>8. Link pupils' knowledge to earlier learning and develop ways to encourage it further, challenge and inspire pupils to help them deepen their knowledge and understanding.</li> <li>9. Lead by example and allow others to learn from their approach.</li> <li>10. To put strategies in place to ensure all learners are on track to achieve and key people and organisations are kept up to date with their progress.</li> <li>11. Liaise with key people in the school such as the Communications Manager and Behaviour Lead to ensure that interventions are in place to allow learners to engage and progress.</li> <li>12. To monitor and update learner files.</li> <li>13. Helping to develop and carry out strategies and initiatives that create a positive learning environment and help learners to stay engaged and motivated.</li> <li>14. To carry out tasks requested from the Senior Management Team</li> </ol>	
<b>Monitoring and Assessment</b>	

1. To evaluate pupils' progress through assessment of teaching, learning and portfolios along with a range of other assessment activities.
2. To monitor pupils' responses to learning tasks and modify their approach accordingly.
3. To monitor pupils' participation and progress, providing feedback to Tutors and LSA's, and giving constructive support to pupils as they learn.
4. To contribute to maintaining and analysing records of pupils' progress.

### **Knowledge and Understanding**

1. To have sufficient understanding or the ability to develop knowledge of iGCSE's, Functional Skills, Vocational Learning and Alternative Education Programs
2. To be familiar with the curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.
3. To demonstrate an understanding of the aims and objectives of the school.
4. To know how to use ICT to perform your duties.
5. To be fully aware of the statutory frameworks relevant to their role.
6. To know the legal definition of Special Education Needs and Disabilities (SEND), and be familiar with the guidance about meeting SEND given in the SEND Code of Practice.
7. To be able to deploy a range of strategies to establish a purposeful learning environment and to promote good behaviour.

### **Personal Development and Well-Being**

1. To support ALP School's drive for high standards by adhering to the ARRRTT philosophy.
2. To support and contribute to the school's commitment to enable children to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being
3. To maintain high expectations of all pupils, respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
4. To demonstrate the ability to liaise sensitively and effectively with parents and carers recognising their roles in pupils' learning.
5. To be able to improve your own practice, including observation, evaluation and discussion with colleagues.

### **Monitoring and Self-Evaluation**

1. Within the ALP Schools' policies and guidelines, to evaluate work to ensure that it consistently responds to the needs of learners, parents, staff and other stakeholders
2. To act to share areas of strength and remedy any weaknesses

### **Key Performance Indicators**

1. Attendance and participation of learners
2. Proportion gaining appropriate accreditation in allocated subject areas
3. Student and parent/carer level satisfaction.
4. Number of learners successfully gaining accreditation and having a positive experience at Parkview Academy.
5. Level of provider satisfaction with Parkview Academy's overall service

## **Expectations and Values**

ALP Schools are committed to continuous learning and all staff are expected to engage in continuing professional learning and development. In common with all who work in the centre, the post holder will also be expected:

1. Act as an ambassador for Parkview Academy by supporting our values and expectations of learning.
2. Be a significant presence and role model for students and staff and to meet fully the dress code.
3. Follow and where appropriate enact all relevant policies, procedures and guidelines.
4. Contribute to development through team planning and review meetings.

All staff have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or meets.

### **Special Factors:**

1. The nature of the work may involve the post-holder carrying out work outside of normal working hours.
2. The post-holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
3. Expenses will be paid in accordance with the Local Conditions of Service.
4. This post is subject to a check being carried out at an Enhanced level by the Data Barring Service regarding any previous criminal record.

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

ALP Schools seek to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Disability Discrimination Act 1995 to accommodate a suitable disabled candidate.

## **Person Specification**

Essential (E) Desirable (D)

### **Education and Qualifications**

- To hold or be actively working towards Qualified Teacher Status or Qualified Teacher Learning and Skills (E)
- To have achieved a qualification in English / literacy and mathematics / numeracy equivalent to at least a level 2 on the National Qualifications Framework. (E)
- Qualifications related to special educational needs and disabilities or challenging behaviour (D)
- Educated to degree level (D)

### **Experience**

- Relevant experience of addressing social exclusion, including but not limited to; youth work, alternative education provisions, community development, dealing with vulnerable people and those with complex needs. (E)
- Experience of working with clear guidelines, procedures and adhering to child protection (E)
- Ability to establish and maintain professional working relationships with a variety of colleagues across directorates and other agencies (E)
- Understanding of working with people with challenging behaviour / complex needs / disabilities. (E)
- Ability to quickly establish relationships with young people, vulnerable people and families with complex needs. (E)
- Experience of managing a team or co-ordinating volunteers (D)

### **Knowledge, Skills and Abilities**

- Knowledge of the National Curriculum and or alternative learning qualifications in various subjects, including Literacy, Numeracy and Personal and Social Development (E)
- Willingness to keep up to date in subject knowledge and national developments (E)
- Good Knowledge of special educational needs and disabilities (E)
- Ability to plan and teach effectively using a variety of strategies. (E)
- Excellent interpersonal skills with both adults and children. (E)
- Willingness and ability to work as part of a team. (E)
- Ability to communicate effectively both verbally and in writing. (E)

- Ability to prioritise and organise own work. (E)
- Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines. (E)
- Knowledge of Health and Safety procedures and their application. (D)
- Proactive approach to problem solving (D)
- Ability to work flexibly in a rapidly changing environment (D)
- Strong understanding of youth and wider community issues (E)
- Computer literate (Word, Excel, Outlook and internet) (E)
- Excellent interpersonal skills, inc active listening (E)
- Strong organisational, planning and time management skills (E)
- Excellent written and communication skills (D)
- Knowledge of social media (D)

### **Personality and Social Skills**

- To have a 'can do' philosophy (E)
- To enjoy working with young people. (E)
- To be flexible, energetic, adaptable and can use initiative. (E)
- To identify and develop opportunities (E)
- To carry out professional duties in a positive, helpful and courteous manner. (E)
- To have high aspirations and expectations for their students and themselves. (E)
- Committed to raising standards and continuous improvement. (E)
- To be dedicated to the progression of the students, the school and themselves (E)
- An empathetic nature (E)
- Mature and professional approach to vulnerable people, families and other professionals. (E)

- Ability to maintain confidentiality in the light of handling sensitive information (E)
- Good communication and social skills, with a good sense of humour (E)
- Ability to cope with difficult interpersonal behaviour and language (E)
- Demonstrate a consistent and positive attitude to challenges (E)
- Demonstration of a solution focussed and flexible approach to management (E)

**Other Factors**

- Full and current driving licence with use of a vehicle for work (D)
- Willingness to drive a company vehicle (D)