

# Oakley College

## Job Details & Description Teacher/Tutor

<b>Reporting to:</b>	Leader, 19-25 LLDD Provision; Executive Headteacher
<b>Pay Range:</b>	£26,000 p.a. to £36,000 p.a. pro rata
<b>Teaching Commitment:</b>	4 days per week, with at least 10% PPA

## Context

Oakley College is an exciting new development, set up in 2018 to meet the needs of young adults age 19-25 with learning difficulties or disabilities (LLDD).

Our aim is to complement and work alongside existing providers in the area, to ensure that the needs and aspirations of all LLDD young people can be met locally.

Three learning pathways are offered:

One to provide personal development programme providing a further 1, 2 or 3 years for young adults to continue to develop their personal development and independent living skills so that they can contribute to society in a number of ways and live an independent or semi-independent life in a supported environment.

Two to provide a further one, two or three years for young adults to continue to develop their life and independent living skills so that they can contribute to society in a number of ways and live an independent or semi-independent life.

The other to provide a programme of study and work-related learning and experience that will lead to further vocational training, internships/ apprenticeships or employment.

Oakley College provision arises out of, but is different to, Oakley School – the District Special School for Tunbridge Wells & the surrounding areas. The children and young people (age 4-18) who are currently on the Oakley School roll all have an EHC plan and a wide range of severe and/or complex needs, with associated communication and learning difficulties. Pupils come from a wide range of socio-economic backgrounds, with around 33% eligible for Free School Meals.

Learners at the College have equally diverse needs and backgrounds. Places at the Oakley College are currently commissioned by Kent County Council and East Sussex County Council.

## Aims

- To promote the highest standards of learning and achievement in a supportive, stimulating and orderly environment to engage young adults in their learning and planning for their own future.
- To encourage and enthuse them, and thus enable everyone to achieve the best that they can and become as independent, skilled and confident as possible.
- Create an inclusive ethos in which students develop independence, value themselves, others and their environment, and prepare for adult life and citizenship by working with others.

- Promote the enjoyment of learning and support the attainments, successes and achievements of all students.
- Support all members of the college community to enable them to communicate and interact effectively, be confident, motivated to succeed and develop life, independence and skills for employment.
- Work in partnership with all parents, carers and key people and organisations in the community to provide an accountable, high quality service, committed to safeguarding young adults that will have positive, sustainable impact for individuals and partner organisations locally, regionally and, where possible, nationally and internationally.

## Job Description - Principal Accountabilities

### As an active and effective member of the Teaching and Learning Team:-

1. Teach groups, individuals, subjects and skills as deployed by the Leader 19-25 LLDD, throughout Oakley College – across all sites and, where appropriate and effective in the community.
2. Engage all learners and encourage and enthuse them in order to enable them to make good or better progress and become as skilled, knowledgeable and independent as possible so that they become successful learners, confident individuals and responsible, contributing citizens.
3. Use knowledge of the students’ special needs, advice from the therapists, College aims and policies, schemes of work and curriculum requirements for the relevant curriculum areas to establish and communicate clear, relevant and challenging learning objectives and positive learning experiences.
4. Consistently and effectively plan and deliver lessons and sequences of lessons to meet **all** students’ individual learning needs, ensuring progression and continuity in their learning. Build all students’ enthusiasm for learning, optimism, self-esteem, self-confidence, independence and a problem-solving approach with active participation in their learning and self-assessment.
5. Apply effective lesson structures, classroom organisation, communication and student management strategies to meet the range of learning styles presented by individuals and groups.
6. Deploy positive and targeted support for all students with specific learning needs or difficulties.
7. Develop and manage positive and productive relationships with all students, staff, carers, parents, management board and the wider community.
8. Develop students’ 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.
9. Use and develop opportunities for learning outside the classroom.
10. Encourage learning at home as and when appropriate and beneficial to learning.
11. Creatively managing the full range of resources available including adults other than teachers, ICT and the environment beyond the College in preparation for adult life.
12. Promote positive attitudes & behaviours, setting consistent, clear expectations for maintaining appropriate behaviour, managing any challenging or difficult behaviour from students, minimising any negative impact on the learning of others, and/or on the students themselves.
13. Regularly monitor, evaluate, record and report the progress of students in relation to their prior attainment, using agreed College systems and to use this to provide constructive on-going feedback to students to guide their learning and develop their individual capacity to know, understand, value and build on their own strengths and skills.
14. Set targets for further learning through student assessments and modification of planning.

15. Participate in, and engage with, a range of College based and external INSET and professional development activities, including performance management feedback, and sharing best practice and outcomes with colleagues and to continuously improve own teaching performance.
16. Implement all College procedures & policies consistently, and contribute to their evaluation and further development, supporting the College in achieving its aims, vision and priorities as set out in the College Development Plan.

## Person Specification

### Qualifications & Experience

<ul style="list-style-type: none"> <li>▪ Successful record of teaching and learning for young people with SEND</li> <li>▪ A levels or vocational equivalent</li> <li>▪ Evidence of successful curriculum development</li> <li>▪ Evidence of leading, motivating and developing staff, including learning support</li> <li>▪ Evidence of effective working with a variety of stakeholders and agencies</li> <li>▪ Evidence of the effective use of assessment and analysis in raising student attainment</li> <li>▪ Experience of SEN inclusion and/or provision</li> <li>▪ A minimum of 3 years teaching experience</li> <li>▪ Qualified Teacher Status</li> <li>▪ A degree or equivalent</li> <li>▪ Experience of monitoring and evaluating teaching and learning</li> <li>▪ Experience of working in more than one setting</li> <li>▪ Evidence of recent relevant professional development</li> <li>▪ Post graduate courses in SEND</li> </ul>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p>
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### Knowledge

<ul style="list-style-type: none"> <li>▪ Knowledge of a range of learning difficulties – complex, severe needs, communication and interaction difficulties and associated challenging behaviours and additional needs.</li> <li>▪ Ways of improving outcomes in learning, in achievement and in the quality of life for students with these needs.</li> <li>▪ Curriculum development, Functional Skills, and accreditation</li> <li>▪ The use and application of ICT for learning.</li> <li>▪ The current and new Ofsted criteria and all relevant published professional standards.</li> </ul>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>
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### Skills & Abilities

<ul style="list-style-type: none"> <li>▪ Personal and Pedagogic skills to engage, enthuse and enable young adult learners with LDD</li> <li>▪ Ability to build, lead, manage, support and train high-performing teaching and learning teams and evaluate the performance of such teams.</li> <li>▪ Pastoral skills that support student behaviour for learning and their personal development</li> <li>▪ Establish professional working relationships with colleagues that are characterised by an enthusiastic commitment to helping them overcome challenges.</li> <li>▪ Pro-actively lead and manage effective change where change is needed.</li> <li>▪ Effectively use a range of teaching and learning styles.</li> <li>▪ Plan and prioritise tasks, delegating where necessary and meeting deadlines.</li> <li>▪ Lead enthusiastically and be adaptable and flexible, whilst remaining calm under pressure.</li> <li>▪ Ability to inspire, motivate and encourage staff and parents/carers.</li> </ul>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>
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**Personal Qualities & Abilities**

- Demonstrate optimistic behaviour, positive relationships & attitudes towards students and staff, and towards parents, the Management board and members of the local community.
- Lead by example – with integrity, creativity, resilience and clarity.
- Sustain wide, current knowledge and understanding of education and College systems locally, nationally and globally, and pursue continuous professional development.
- Communicate compellingly the College’s vision, empowering all students and staff to excel.
- Encourage an educational culture of ‘open classrooms’ as a basis for sharing best practice with and between colleagues at all levels.
- Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in College and in the wider society.

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**Child and Vulnerable Young Adult 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 Criminal Records Bureau to KCCs satisfaction. Oakley College 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 College is committed to safeguarding children and young people, a commitment we expect all staff to share and uphold.*