**Fulston Manor School**

**Nurture Group Teacher Job Description and Person Specification**

As a school our motto is ‘Everybody Matters, Everybody Succeeds, Everybody Helps’ we hope you will join us in ensuring all students achieve their potential.

**All staff will:**

* play a full part in the life of the school community, support its vision, ethos and policies and encourage staff and students to follow this example
* fulfil responsibilities with regards to safeguarding (including reporting concerns to the designated child protection officer)
* model Fulston Manor values to parents and students
* be positive, dynamic and challenging in all aspects of work
* foster the school’s inclusive ethos nurturing everyone regardless of race, gender, sexual orientation, religion or ability
* take responsibility for their own learning and development
* develop the skills and talents of other members of the community
* ensure their own well-being and that of others by establishing an appropriate balance between life and work
* play an active part in the life of the school and its community
* develop social cohesion and positive links with the whole of our local community
* adhere to the school community’s standards, policies, systems and procedures in relation to students, health and safety, personnel and financial management.
* agree annual performance targets, with a view to own continuous improvement
* undertake any other duties that may reasonably be required by the Head of School

**Role:**

* To teach and support individuals and a small class of students who are placed onto the nurture programme.
* To develop the student’s key skills, including numeracy, literacy and social skills to help them to be able to reintegrate full time to mainstream classes.
* To work with the SEND/Bridge support staff and Deputy Headteacher to monitor progress and develop plans for each individual student
* To develop and deliver an engaging curriculum to students that ensures they can make progress.
* To contribute to students understanding of the impact of their decisions and of their behaviour.
* To work effectively with individual students and/or small groups and to oversee academic progress of students when in the Centre
* To ensure clear and comprehensive records are kept on the students being supported
* To have good communication skills to be able to inform, persuade, inspire and motivate students and provide feedback to staff as required.
* To contribute to weekly team meetings and meetings with external agencies as appropriate
* To be responsible for well-being and daily upkeep of the classroom
* To organise and update resources, liaising with teaching staff as necessary
* To work with the team to ensure students are supervised appropriately as necessary,
* To work with students of concern as directed.



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**Specific Responsibilities:**

**Supporting the student**

* Drawing on the knowledge of various forms of additional need to develop an understanding of the students with whom you are working.
* To develop and teach students to allow them to reintegrate to mainstream lessons.
* To establish supportive relationships with the students.
* To encourage integration and acceptance of pupils with behaviour concerns.
* Taking into account the special needs involved, to aid students to learn as effectively as possible in both group situations and on his/her own by;

*Clarifying and explaining instructions / Ensuring the student is able to use equipment and materials provided / Motivating and encouraging the student as required / Assisting in weak areas – e.g. language, behaviour, spelling, reading, handwriting and presentation / Helping students to concentrate on and finish work set / Meeting the physical needs as required whilst encouraging independence.*

**Supporting the school**

* To liaise, advise and consult with other members of The Bridge Centre/SEND department when asked to do so.
* To be aware of school procedures.
* To contribute to the overall work/aims of the school and appreciate and support the role of colleagues and other professionals to enable the school fulfil its development plans etc.
* To undertake training and other learning activities and attend relevant meetings (within contracted hours) as required to ensure own continuing professional development.

Any other tasks as directed by the Head of School which fall into the purview of this post.

The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Head of School. This job description will be kept under review and may be amended via consultation with the individual.

**Person Specification**

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced DBS check will be carried out for the successful candidate.

**Qualifications**

* Qualified teacher status
* Relevant Degree

**Professional Attributes**

* A commitment to “go the extra mile” to ensure the best outcomes for every child
* Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential
* Hold positive values and attitudes and adopt high standards of behaviour in their professional role
* Excellent communication skills (verbal and written)
* Commitment to professional development and collaborative working.
* An excellent team player with the ability to work under pressure

**Professional Knowledge and Understanding**

* Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
* Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
* Know how to use skills in literacy, numeracy and ICT to support and enhance their teaching
* Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people

**Professional Skills**

* Plan for progression across the secondary age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge
* Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within the secondary phase and context
* Plan, set and assess homework, other out- of-class assignments and coursework for examinations, where appropriate, to sustain learners’ progress and to extend and consolidate their learning
* Teach challenging, well organised lessons and sequences of lessons across the secondary age and ability range
* Use an appropriate range of teaching strategies and resources, which meet learners’ needs and take practical account of diversity and promote equality and inclusion.
* Use assessment as part of the teaching to diagnose learners’ needs, set realistic and challenging targets for improvement and plan future teaching
* Manage learners’ behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school’s behaviour policy