**Teacher Job Description and Person Specification**

**Hartsdown Academy/ ARC Provision Teacher**

**As a school it is our vocation, moral obligation and delight to provide the best possible education for each student.**

**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 Hartsdown 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
* share direct accountability for the establishment of Hartsdown as an outstanding school
* 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 Headteacher.

**Specific Responsibilities**

To work within the school’s off- site ARC provision (extensively but not exclusively) as part of a team supporting children with challenging behaviours.

To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has pupils who achieve well.

**Core Requirements of the Post**

In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics, and in particular will:

* Inspire trust and confidence in pupils and colleagues;
* Build team commitment with colleagues and in the classroom engage and motivate pupils;
* Demonstrate analytical thinking Improve the quality of pupils' learning contribute to the school improvement / development planning and promote the learning priorities of the school SIP;
* Contribute to the development and / or implementation of school policies;
* Use the performance management process to advance pupil learning and enhance professional practice in line with the school's aspirations and priorities;
* Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance;
* Promote the wider aspirations and values of the school.

**Areas of Responsibility and Key Tasks**

(Teachers’ Standards and Mainstream Core Standards)

**Planning, Teaching and Class Management**

Teach allocated pupils by planning their teaching to achieve progression of learning through:

* Understanding and applying effective classroom management.
* Understanding and applying a range of teaching strategies according to pupils’ diverse needs different rates and styles of learning.
* Undertake planning of schemes of work for pupils with SEN, including those with SEMH- positively targeting and supporting individual learning needs.
* Maintaining high levels of behaviour and discipline;
* Effectively using homework and other extra- curricular learning opportunities.
* Effectively managing other adults in the classroom.
* Demonstrating appropriate consistent progress: for the majority of pupils, across all teaching areas, across all spectrums of background, ability and behaviour that compares favourably with pupils in similar settings

**Monitoring, Assessment, Recording, Reporting**

* Set targets for raising achievement among pupils with SEN, specifically SEMH.
* Collect and record specialist assessment data.
* Set up systems for identifying, assessing and reviewing SEN (if, as and when required).
* Develop understanding of learning needs and the importance of raising achievement among pupils.
* Attend consultation evenings and keep parents/carers informed about their child's progress.
* Use performance data to evaluate pupils' progress and set appropriate targets for improvement.
* Use assessment to inform planning and teaching.
* Contribute effectively to the EHCP and HNF processes.

**Pastoral Duties**

* Be a form tutor to an assigned group of students.
* Promote the general progress and well-being of individual pupils and of the Form Tutor Group as a whole.
* Liaise with the Head of ARC to ensure the implementation of the school's pastoral system.
* Register pupils, conduct weekly assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
* Contribute to the preparation of individual education, behaviour and assessment plans and portfolios and other reports.
* Alert appropriate staff to problems experienced by pupils and make recommendations as to how these may be resolved.
* Communicate, as appropriate, with parents of pupils and persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with appropriate staff.
* Contribute to PSHE and citizenship and enterprise according to school policy.

**Other Professional Requirements**

* Have a working knowledge of teachers' professional duties and legal liabilities.
* Operate at all times within the stated policies and practices of the school.
* Maintain an up to date knowledge of good practice in teaching techniques.
* Know subject(s) or specialism(s) to enable effective teaching.
* Take account of wider curriculum developments.
* Incorporate national strategies in all teaching.
* Communicate learning objectives.
* Contribute positively and effectively to the Every Child Matters agenda.
* Undertake professional development to enhance teaching and pupils' learning, and - apply outcomes and identify impact, share outcomes with colleagues.
* Deliver CPD and focussed support to colleagues in the mainstream setting- behaviour management, SEN, Quality First Teaching etc.
* Take responsibility for professional learning.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level. The duties contained in this JD will change over time and the job-holder will be expected to cooperate where such changes are reasonable.

**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

|  |  |
| --- | --- |
| **Essential** | **Desirable** |
| 1. QTS (or equivalent) or relevant experience as an unqualified teacher |  |
| 1. Significant experience working in SEBD/ PRU provisions (or similar) |  |
| 1. Experience of teaching a broad range of subjects across KS3/ GCSE/ BTEC and similar. |  |
|  | An understanding of Quality First Teaching. |

# Professional Attributes

|  |  |
| --- | --- |
| **Essential** | **Desirable** |
| 1. A commitment to “go the extra mile” to ensure the best outcomes for every child  2. Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential  3. Hold positive values and attitudes and adopt high standards of behaviour in their professional role  4. Excellent communication skills (verbal and written)  5. Commitment to professional development and collaborative working. |  |