|  |  |
| --- | --- |
| Job Title: | Teacher Alternative Curriculum – Middle school |
| Reference: | X00276 |
| Reports to: | Role title XXXX tbc |
| Responsible for: | No line management |
| Salary range: | MPS |
| Contract: | Full time, term-time only, Teachers T&C |

|  |  |
| --- | --- |
| Main purpose of the role: | To work with XXXX and the Vice Principal Head of Middle School to co-ordinate alternative curriculum support for targeted pupils. |
| Main duties:*(10 bullet points max)* | 1. To work with the inclusion team to establish an appropriate learning environment
2. Pupil progress and wellbeing, sharing good practice in an educational setting, planning and delivering activities to small groups of pupils, delivering intervention sessions to key pupils
3. To work with teachers to support session planning, evaluating and adjusting lessons/work plans as appropriate
4. To monitor and evaluate pupils responses to learning activities through observation and planned recording of achievement against The Route indicators
5. To contribute to the development School Based Plans for individual pupils
6. To promote independence and employ strategies to recognise and reward achievement and self-reliance
7. Work in partnership with the teaching staff to implement agreed learning activities/teaching programmes, adjusting activities according to pupils’ responses/need
8. Undertake any other duties, which from time to time may be required and be relevant and commensurate with the role, as deemed necessary by the Principal.
 |
|  | **Essential** | **Desirable** |
| Qualification | * Hold a good honours degree or equivalent and a recognised teaching qualification (e.g. PGCE);
* Evidence of Continuing Professional Development relevant to the role.
 | * Good Honours Degree in Maths or English
 |
| Experience | * Ability and commitment to lead the Academy’s drive to secure a transformational change in aspiration and standards.
* Experience of supporting pupils/students of differing abilities and backgrounds.
* A strong awareness of whole school and wider educational issues and current developments.
 | * Have successfully used strategies to improve pupil/student achievement.
* A proven knowledge of the current national curriculum agenda and a strong understanding of the curriculum offering and personalised approaches to learning.
* Understanding of SEND/Safeguarding issues
 |
| Skills | * The ability to provide appropriate levels of challenge so that pupils make good progress and achieve beyond their potential
* Ability to secure high standards of behaviour by motivating, encouraging and engaging pupils
* Ability to develop in pupils the skills to work independently and collaboratively
* Demonstrable ability to build effective working relationships with a range of colleagues and stakeholders, including parents/carers, teachers and external professionals.
* Demonstrable ability to communicate effectively in both oral and written form - for writing learning and support plans, reports on pupil/student progress, and training and guidance for staff.
* Creative and innovative.
* Excellent facilitation and presentation skills suitable up to and including senior managers.
* Data and IT literate with good IT skills.
* Excellent organisation and time-management skills - needed for prioritising and balancing a busy and varied workload.
* Empathy and emotional intelligence - in order to recognise and be sensitive to the needs of pupils/students and parents.
* Analytical and problem-solving skills - necessary for analysing school, local and national data and developing appropriate strategies and interventions.
 |
| Qualities | * Able to confidently liaise with senior colleagues including in formal settings.
* Confident in operating flexibly and pragmatically in the face of shifting expectations and pressures.
* Personal and professional authority and resilience.
* Able to credibly challenge established assumptions and ways of working and make a valuable contribution to influencing organisational culture.
* Empathetic, tactful and diplomatic.
* Solution focused, working collaboratively and collegially with colleagues and stakeholders.
* Excellent inter-personal skills.

A willingness and ability to develop specialist knowledge and keep up to date with local and national policy and developments. |
|  |  |
|  |  |
|  |  |