



JOB DESCRIPTION

Job Title: Teacher - 16-19 Lead
Grade: MPS/UPS + SEN allowance + TLR 2a
Job Location: Hope Wood Academy
Responsible to: Head of Academy

Purpose of Job:

- An outstanding visionary lead teacher to develop the 16-19 learning provision at Hope Wood Academy into a dynamic learning base for pupils wishing to continue at Hope Wood Academy for Post 16 education.
- To meet the requirements of a teacher as set out in the School Teachers Pay and Conditions Document and The Professional Standards for Teachers

Principal Responsibilities

- To develop the provision to secure outstanding outcomes for young people and manage a small team of staff to achieve this.

Main Duties

- Develop an engaging and age appropriate curriculum which meets 16-19 study programme requirements and prepares students for the transition into adulthood.
- Develop and lead an age appropriate diverse curriculum which meets the needs of a range of learners
- Managing a small team of staff
- Planning and meeting the medical and personal care needs of learners
- Assessing and internal verifying accredited outcomes
- Working with the exams officer to ensure timely registration and certification
- Effective and regular liaison with parents/carers for agreed students
- Liaison with multi agency colleagues in order to ensure student needs are met
- Maintain high level of health and safety, ensuring Ascent Trust safeguarding procedures are adhered to for specified site
- Completion of Higher Needs Funding applications for every learner in order to secure appropriate funding
- Engaging with local colleges, training providers and work experience providers to engage students in appropriate opportunity
- Regular liaison with identified member of Ascent SLT
- Regular reporting to identified member of Ascent SLT

Support for staff

- Liaison and effective support with workplace mentors
- Liaison with Post 19 providers to ensure effective transition plans are in place for each individual

Support for the Learner

- Delivering and assessing a range of individualised programmes
- Planning and delivering outstanding sessions
- Support with medical and personal care requirements as and when required
- Clear knowledge of medical and personal care needs of all learners
- Regular target setting and review against EHCP outcomes to ensure progress is being made
- Provide activities to promote adult status and transition into adulthood
- Having and applying a working knowledge of the SEN Code of Practice.
- Identify, risk assess and monitor health and safety of work placements and community visits
- Meet learners needs and aspirations through a range of adult and community activities
- To develop an effective and individualised transition plan
- To develop effective Individual Learning Plan which details outcomes linked back to the Higher Needs agreed funding and EHCP outcomes

Support for the Provision

- Maintaining a safe environment for learners and staff.
- Planning and supporting educational visits as required in compliance with relevant policies and procedures
- Supervision of learners during the day both indoors and in the outside environment as required
- Regular and effective liaison with parents and other parties as required.
- Contribution to a 16-19 Learning Improvement Plan and Self Evaluation Report.
- Responsibility for transition and end destination planning
- Contribution to termly learners review
- Marketing of provision to prospective students
- Updating provision prospectus as required
- Processing of applications
- Completion of Higher Needs funding forms
- Liaison with Improving and Progression team case workers/other multi agencies colleagues involved with prospective learners

General Requirements

- Planning own professional development to further enhance the provision.
- Being an effective role model for the standards of behaviour expected of learners and staff
- Undertake additional duties and responsibilities commensurate with the role, as directed by the Leadership of the Trust

Professional Values and Practices

- Having high expectations of all learners; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and being committed to raising their educational achievement.
- Having high expectations of all staff; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and being committed to raising their professional development through effective support and challenge
- Treating learners and staff consistently with respect and consideration, and being concerned with their development
- In line with the Trust's policy and procedures, using behaviour management strategies which contribute to a purposeful learning environment.
- Working collaboratively with colleagues across the trust, in particular Head of Academy and Senior Leaders as part of a professional team; and carrying out roles effectively, knowing when to seek help and advice from colleagues.
- Reflecting upon and seeking to improve personal practice.
- Working within the Trust's policies and procedures and being aware of legislation relevant to personal role and responsibility in the provision

- Recognising equal opportunities issues as they arise in the provision and responding effectively, following Trust policies and procedures.
- Building and maintaining successful relationships with learners, parents/carers and staff.

The post holder must act in compliance with data protection principles in respecting the privacy of personal information held by the Trust.

The post holder must comply with the principles of the Freedom of Information Act 2000 in relation to the management of Ascent Academies' Trust records and information.

The post holder must carry out their duties with full regard to the Trust's Equal Opportunities Policy, Code of Conduct, Child Protection Policy and all other Trust Policies.

The post holder must comply with the Trust Health and Safety rules and regulations and with Health and Safety legislation.

Author : Adele Pearson
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