



## THE EDUCATION VILLAGE ACADEMY TRUST

### JOB PROFILE

<b><u>POST TITLE:</u></b>	<b>Teacher of primary children with SEMH and associated difficulties at Marchbank School.</b>
<b><u>GRADE:</u></b>	<b>Teachers Main/Upper Payscale Plus SEN 1 Allowance</b>
<b><u>REPORTING RELATIONSHIP:</u></b>	<b>Reporting to Head of School</b>
<b><u>JOB PURPOSE:</u></b>	<b>To deliver full time education to children in Marchbank Free School. All of whom have SEN for SEMH and associated difficulties.</b>

### MAIN DUTIES/RESPONSIBILITIES

- Have a good, secure working knowledge of all subject areas within the primary curriculum.
- **Take a lead on one or more curriculum areas and co-ordinate these areas throughout the school.**
- Strive to improve pupil motivation and engagement by continually evaluating different approaches and strategies and willingly share successful strategies amongst the staff group.
- Promote a love of learning and encourage children's intellectual curiosity.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Have consistently high expectations of behaviour, effort, progress and attainment.
- Continually evaluate approaches to behaviour management, share successes with the staff group and be willing to take advice.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Work as an effective member of a team of staff and always act as a role model to the pupils.

## **A description of the role includes:**

### **1. Support for Pupils**

- To plan, prepare, evaluate, and review lessons within school which reflect sound practice, recent professional developments, and the special needs of students. Written curricular documents should be in the school prescribed format.
- To have knowledge of the curriculum documentation of other areas within the school ensuring it reflects current practice, fulfils statutory and school requirements, and is reviewed annually.
- To take responsibility for a class group. This will involve all relevant assessments and administrative tasks for the group.
- To ensure pupils complex individual needs are met.
- To make full use of the school's mechanisms to record students' behaviour and emotions.
- To prepare educational plans and assess, record, report and review student progress and achievement in accordance with school policy and practice.
- To adapt teaching strategies to changing circumstances and in response to new ideas.
- To have high expectations of students both in academic and social curriculum.
- To have sensitivity to, and professionalism in discussing and reporting students learning and social and emotional difficulties.

### **Pastoral**

- To establish good relationships with students as detailed in accordance with Trust policies and procedures for staff, setting a good model for the staff group.
- To encourage students to maintain socially acceptable standards of behaviour in all aspects of school life as described in the Behaviour Policy and other guidelines for staff.
- To share & uphold the vision, values and ethos of the school with all stakeholders.
- To provide all students with guidance and support of a personal, social, and health education nature.
- To take an appropriate share of responsibility for the supervision of students at break times and lunch times.

- To accompany children and groups of children on visits out of school and ensure procedure and protocols are followed.

### **Staff Group**

- To participate in the school's CPD programme's.
- To participate in appropriate in-service training.
- To attend and participate in a range of staff meetings
- To support colleagues as appropriate.

### **Parents/carers**

- To attend and actively participate in both formal & informal meetings for students in class groups in an informed manner.
- To attend any other meeting the school arranges for parental/carer consultation and liaison.
- To work with parents/carers to secure partnership in the learning process.

### **Resources**

- To make effective use of the resources available within the school, and to be aware of resources provided by other stakeholders and those within the community.
- To keep the classroom tidy, maintain safe working practices, and good care of resources.
- To make the classroom attractive, and promote good standards of work.
- To form an overview of resources and liaise with the Principal accordingly

### **GENERAL**

- To perform any other reasonable task that may asked from time to time.
- To contribute towards and implement Trust strategies.

### **Support for the School**

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal opportunities to learn and develop.

- Contribute effectively to the overall ethos/work/aims of the Trust.
- To take an appropriate share of the responsibility of covering for absent colleagues
- Establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of pupils.
- Attend and participate in regular meetings.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Participate in training and other learning activities and performance development as required.
- Assist with the provision of out of school learning activities e.g. clubs, extra-curricular activities within guidelines established by the school.
- Assist with the line management of support staff as appropriate.

The post holder must carry out his/her duties with full regard to the Academy's Equal Opportunities and Racial Equality Policies in the terms of employment and service delivery to ensure that colleagues are treated and services delivered in a fair and consistent manner.

To comply with health and safety policy and systems, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both yourself and others.

Any other duties of a similar nature related to the post which may be required from time to time.

**PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL ACADEMY POLICIES, INCLUDING THE NO SMOKING POLICY.**

*THIS POST IS SUBJECT TO ENHANCED DISCLOSURE AND THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS BEFORE AN OFFER OF APPOINTMENT IS MADE AND RECHECKING AS APPROPRIATE*

**THE EDUCATION VILLAGE ACADEMY  
PERSON SPECIFICATION  
PRIMARY SEMH TEACHER  
POST NO.**

ESSENTIAL				DESIRABLE		
	Criteria No.	ATTRIBUTE	Stage Identified	Criteria No.	ATTRIBUTE	Stage Identified
<b>Qualifications &amp; Education</b>						
	E1	To hold a Nationally recognised Teaching Qualification /or NQT qualification.	AF/C	D1	To have successfully completed M.I.D.A.S training or be willing to undertake training.	AF/C
	E2	To have completed 'Team Teach' training, or be willing to undertake training.	AF/C			
<b>Experience &amp; Knowledge</b>	E3	Have experience of working with students who have educational statements	AF/I/R	D2	Awareness of inclusive practice within a mainstream context.	AF/I
	E4	Have good working knowledge of specialist ICT equipment and resources.	AF/I	D3	To effectively manage crisis situations with considerable awareness of Health and Safety issues.	AF/I
	E5	Full working knowledge of relevant policies/codes of practice/legislation	AF/I			
	E6	Working knowledge of national curriculum in specialist area, according to particulars of the post.	AF/I			
	E7	Understanding of statutory frameworks relating to teaching, according to particulars of the post.	AF/I			

	E8	Ability to organise, lead and motivate disaffected students	AF/I/R			
	E9	Ability to self-evaluate learning needs and actively seek learning opportunities.	AF/I			
	E10	Ability to relate well to both students and adults.	I/R			

<b>Skills</b>	E11	Be able to practically demonstrate a wide range of teaching skills.	I	D4	To be open to exploring new initiatives within Education.	I
	E12	To work well within a specialist team and have an understanding of the challenges working with S.E.N. students.	I/R	D5	To be able to work across all phases with a wide range of student abilities	AF/I
	E13	Be able to lead a class team	I/R	D6	An interest in education outside the classroom.	AF/I
	E14	Be able to liaise with multi agency staff	I/R	D7	An holistic /eclectic approach to education	AF/I
<b>Personal Attributes</b>	E15	Have an understanding of confidentiality when working with sensitive information	I			
	E16	Have a good sense of humour	I	D8	Be able to 'laugh at oneself', share both highlights and low times with supportive colleagues	I
	E17	Enjoy working with challenging students	I			
	E18	To be willing to undertake a wide variety of training and to embrace the aspect of life long learning.	AF/I			
	E19	To be self motivated	I			

<b>Special Requirements</b>						

**Key – Stage identified**

AF	Application Form
C	Certificates
T	Tests
P	Presentation
I	Interview
R	References