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| **Job Description – Teacher** | **L:\Admin\Logo\TVCT Logo\Tees Valley Collaborative Trust logo.png** |

Reporting to the Deputy Head Teacher

Salary – School Teacher Payscale

**In addition to the general professional duties of a class teacher**, in accordance with the

Schoolteachers’ Pay and Conditions Document, the following duties are attached to the post of Classroom teachers. It may be modified by the Co-Headteachers, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

**Teaching and learning**

* Leading on the development, implementation and evaluation of a Personal, Social and Health Education (PSHE) curriculum for the 11-16 year old age range
* Ability to contribute to other core curriculum subjects for pupils such as careers and vocational subjects (as appropriate)
* Identify and adopt the most effective teaching approaches for pupils with challenging behaviour and SEND and share approaches with other colleagues.
* Monitor teaching and learning activities to meet the needs of pupils with challenging behaviour and SEND.
* Identify and teach study skills that will develop pupils’ ability to work independently.
* Ensure pupils have the learning support materials needed to effectively access learning.
* Ensure a phonics strategy such as Read, Write, Inc. is implemented across the school for early readers.

**Recording and assessment**

* To ensure that paperwork relating to students with challenging behaviour and SEND meets statutory requirements.
* Conduct baseline assessments, monitor and track progress, including reading ages.
* Work with colleagues to set challenging targets for raising achievement among pupils with SEND.
* Ensure robust tracking systems are in place to collect and interpret specific pupil level assessment data allowing the school to identify value-added by its quality first teaching programme and intervention strategies.
* Set up systems for screening pupils’ ability in PSHE “point of entry” identifying, assessing and reviewing provision for SEND children once identified.
* Update the Head of School and Governors on the effectiveness of PSHE studies for pupils with challenging behaviour and SEND.
* Develop understanding of learning needs and the importance of raising achievement among pupils.
* Attend CPD
* Keep parents informed about their child’s progress.

**Leadership and Management**

* To take a full role within the school community as Lead PSHE Teacher
* To lead on PSHE studies for students with special educational needs and disabilities (SEND) across the school in order to ensure that these students make excellent progress
* To lead, monitor and evaluate the development of learning and teaching strategies in PSHE and Reading for students with challenging behaviour and SEND, ensuring all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEND and understand the importance of taking ownership of additional provision and the progress children make in their class/teaching group.
* To lead on raising literacy and Reading standards of student attainment and achievement with challenging behaviour and SEND students in all year groups and ability profiles through whole class teaching and intervention.
* Ensure pupils learning is monitored regularly and impact is assessed and progress can be evidenced.
* Hold staff to account for their responsibility
* Take the lead in constructing the schools provision mapping for PSHE across the curriculum ensuring intervention programmes target the right pupils and staff expertise is deployed appropriately.
* Provide training opportunities for teaching assistants, teachers and other stake holders to learn about PSHE across the curriculum and Reading across the curriculum to ensure high levels of literacy and Oracy.
* Identify resources needed to meet the needs of pupils with low literacy levels.
* Contribute to Senior Leadership Meetings on the effectiveness of the PSHE and Careers studies provision in the school and be prepared to share this information with other stake holders.
* Work with external agencies to organise appointments and meetings PSHE studies.

**Standards and quality assurance**

* Support the aims and ethos of the school.
* Set a good example in terms of dress, punctuality and attendance.
* Attend and participate in relevant extensions of the school day.
* Uphold the school’s behaviour policy and uniform regulations.
* Participate in CPD.
* Deliver CPD.
* Attend team and staff meetings.
* To maintain appropriate relationships with parents of students with SEN and with relevant external organisations

Due to the nature of this setting and the potential challenging behaviours of the young people who attend this school it is expected that all staff will undertake regular Team Teach training and will provide support in challenging circumstances unless medical aliments prevent this. In these cases the Co-Headteachers should be made aware immediately.

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| **Person Specification – Teacher of PSHE** | **L:\Admin\Logo\TVCT Logo\Tees Valley Collaborative Trust logo.png** |

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| **Attributes** | **Essential** | **Desirable** |
| Experience | * Experience of leading and teaching PSHE for the 11-16 curriculum. * Successful teaching experience with pupils who have a wide range of SEND and SEMH * Experience of planning, delivering and evaluating a personalised curriculum. * Experience of/willingness to train in behaviour management for e.g. Team Teach / PRICE. * Experience of preparing and entering pupils for formal qualifications. * Experience of delivering whole school training on literacy intervention strategies and phonics. | * Teaching experience in broader curriculum areas, such as careers or a vocational subject * Experience of leading from the middle to effect impact on the quality and inclusiveness of education |
| Qualifications & Training | * Evidence of additional recent and continuing professional development. * Degree. * Qualified Teacher Status/Qualified Teacher Status Learning and Skills | * Higher degree qualification * NPQ * Experience of departmental and/or wider school leadership. |
| Equality | * A personal commitment to the promotion of equal opportunities, diversity and promoting good race relations. * Candidates should indicate an acceptance of and commitment to the principles underlying the Trust’s Equal Rights policies and practices. | * Trained in Equality of Opportunity |
| Disposition; Adjustment/Attitude | * Ability to relate well to students and adults. * Ability to work constructively as part of a team. * Ability to remain calm under pressure. * Good co-operative, interpersonal and listening skills. * Flexible and willingness to accept change. | * Participation in work with other schools/agencies. |
| Skills, Knowledge, Aptitudes | * Awareness of the SEN Code of Practice. * Conversant with National Strategies, National Curriculum. * Understanding of conduct and performance management. * Understanding of current remodelling of levels and GCSE grading * Knowledge of the Ofsted Framework * Practical understanding of effective teaching and evaluation strategies. * Awareness of the characteristics of an effective PRU. * Awareness of strategies to raise pupil achievement and manage behaviour. * Able to motivate students and staff, raising expectations and provide a focus for improvement. * Awareness of KCSIE. * Experience of adapting the National Curriculum to meet the needs of students with a wide range of educational needs and challenging behaviour. |  |