



<b>Name:</b>		<b>Date:</b>	
<b>Job Title:</b> <b>Teacher</b>			
<b>SALARY INFORMATION:</b>			
<b>Hours:</b> Full-time	<b>Weeks:</b> 52	<b>Scale:</b> MPS/UPS	<b>Point:</b> 1-6 / 1-3
<b>Hours of Work:</b>		As Required	
<b>Allowances:</b> SEN			

**The School**

Elms School is a day special school for pupils aged 5 to 16 years. All pupils have an Education, Health and Care Plan. Most have complex behavioural, social, emotional and mental health difficulties and additional learning difficulties, such as ADHD, adolescent psychiatric problems, attachment disorder issues along with challenging behaviours. A high percentage of pupils also have Autistic Spectrum Disorders.

Elms School has been recognised as Good, following an Ofsted Inspection in 2017 and 2019.

Many pupils travel from a wide area across Kent to attend Elms School

**Employment**

The postholder is expected to work within the rules and regulations laid down in the Teacher’s Pay and Conditions and take into account guidance in the subject “National Standards” document. The Head Teacher will take notice of advice given by professional associations.

The post holder will demonstrate a commitment to the aims, vision, development plan and policies of the school. In return the management are committed to support in the training and development of all members of staff. We aim to provide staff with the skills they need to fulfil their duties so that we achieve the highest standards in all we do.

The post holder will share responsibility for identifying their own individual training needs and will demonstrate a commitment to work collaboratively and co-operatively to fulfil these.

Accountable to: Head Teacher

Appraiser: Head Teacher

This job profile encompasses in general terms the normal duties which the post holder will be expected to undertake. However, the job profile or the duties contained therein may vary or be amended from time to time without changing the level of responsibility associated with this post or grade.

## **PURPOSE OF JOB**

The education and welfare of designated classes in accordance with the requirements and conditions of the *School Teachers' Pay and Conditions Document*, having due regard to the requirements of the National Curriculum, the school's aims, objectives and schemes of work, and any policies of the governing body. To share in the corporate responsibility for the well-being and discipline of all pupils.

## **PROFESSIONAL DUTIES**

- To be a member of one of the school's subject faculties, contributing to the development of subjects within the faculty, including a subject development plan, plus the ordering of resources from the allocated budget.
- To work with other members of the faculty to develop programmes of study and schemes of work to be used across the school.
- To moderate work both within school and to attend county moderation meetings as directed by the SLT.
- To take responsibility for a tutor group and to teach other subjects / classes as deployed.
- To contribute to the wider curriculum and ethos of the school.
- To direct teaching assistants so that they can support pupils within classes.
- To plan and teach lessons, considering the different needs and learning styles of all pupils.
- To assess pupils' work and plan their next steps of learning, having a thorough knowledge of their individual needs, interests and abilities.
- To regularly update pupils' stages of learning on the school's software system, Pupil Asset and to discuss rates of progress with SLT as required.
- To act as a consultant, adviser and in-service organiser to other staff, sharing knowledge and ideas as well as showing by personal example how your subject/s can be used to both enhance and differentiate all areas of the curriculum.
- To keep up to date with the philosophy, teaching methods and resources available by liaising with outside agencies, in-service courses, visits and personal study; reporting and discussing with other staff.
- To be involved in target setting and to monitor and report on standards achieved in your subject areas.
- To promote the desirable learning outcomes within your subject/s by:
  - Organising and maintaining a stimulating working environment for the range of activities taking place.
  - Teaching pupils to take responsibility for safety, resources and the environment.
  - Ensuring that resources are organised and readily available to promote learning.
  - Carrying out risk assessments and ensuring that all aspects of Health and Safety are robustly adhered to.
- Plan to manage pupil behaviour considering individual personal, social and emotional needs.
- Work as part of a team planning co-operatively, sharing information, ideas and expertise with all members of staff.
- Establish good relationships with parents and carers to promote pupil learning and development.
- Establish and maintain a positive regard for pupils.
- Consult and plan with teaching and support staff and outside agencies as appropriate.
- In consultation with the Head Teacher and other members of staff, plan and put in place individual Behaviour Management Plans for pupils.
- Ensure that Parent/Carers are contacted regularly to keep them informed of their child's progress in terms of learning and behaviour.
- Assist colleagues in dealing with behaviour management incidents as and when required.

- Attend all Parent Evenings and Annual/Transitional Review Meetings for the pupils in your class.
- Attend all Staff Briefings, Teacher Meetings, Departmental Meetings and training organised by the school.
- To organise and co-ordinate school residential experiences and subject day trips as and when required.
- To adhere to the staff Code of Conduct at all times.
- TEAM TEACH TRAINING - All members of staff are expected to attend and take part in all training relating to Team Teach.
- It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.
- To carry out all duties specified within the Teachers' Standards 2012.
- This job specification may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

Agreed by: ..... <p style="text-align: center;">Job Holder</p>	Approved by: ..... <p style="text-align: center;">Headteacher</p>
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## Person Specification: Teacher

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

	<b>CRITERIA</b>
<b>1. SKILLS, KNOWLEDGE &amp; APTITUDES</b>	<ul style="list-style-type: none"><li>• An outstanding classroom practitioner</li><li>• A thorough understanding of the National curriculum</li><li>• Good communication skills</li><li>• An ability to relate well to children, staff, parents and others</li><li>• A thorough understanding of OR a willingness to learn about: assessment, recording and reporting procedures; the difficulties faced by pupils with SEMH; EHC Plans; how children learn.</li></ul>
<b>2. QUALIFICATIONS &amp; TRAINING</b>	<ul style="list-style-type: none"><li>• QTS qualification</li><li>• Evidence of on-going professional development</li><li>• Good ICT skills</li><li>• Willingness to be trained in the principles of Team Teach, Restorative Justice and the Thrive Approach.</li></ul>
<b>3. EXPERIENCE</b>	<ul style="list-style-type: none"><li>• Experience in working with pupils with SEMH difficulties</li></ul>
<b>4. PROFESSIONAL CONDUCT</b>	<ul style="list-style-type: none"><li>• A flexibility of approach to a variety of issues</li><li>• Willingness and ability to listen and inspire confidence in colleagues</li><li>• Ability to motivate and support colleagues</li><li>• Professional integrity</li><li>• A passion for making a difference to children and willingness to go the extra mile</li><li>• Emotional resilience and a good sense of humour.</li></ul>
<b>5. VALUES &amp; ETHOS</b>	<ul style="list-style-type: none"><li>• A desire to promote the Fundamental British Values and the SMSC agenda</li><li>• A belief that every child has potential and promise to succeed and progress</li></ul>