

## Job Description

<b>Job Title:</b>	Teacher of English
<b>Work Location:</b>	Oastler School, Bradford
<b>Reports To:</b>	Deputy Headteacher
<b>Grade:</b>	MPS/UPS + SEN Allowance + TLR

### BACKGROUND/INTRODUCTION

Oastlers School is a purpose-built school based on two sites for learners with social, emotional and mental health difficulties. Some have additional learning difficulties compounded by other complex needs such as mental health problems which combined create barriers to learning.

We are seeking to appoint a teacher who not only understands pedagogy but one who is also sympathetic and sensitive to the very difficulties our learners face in their lives and help them overcome those barriers to succeed. As well as teaching English to GCSE standard you will lead as Head of English across the whole school from KS3 to Post 16.

What this means is that every day is different, every day brings along a new challenge but with that every day is highly satisfying.

We need a teacher who is able to cope with highly complex problems, particularly in safeguarding and challenging behaviours. Some of our learners are involved in high risk taking activities such as substance misuse, going missing, vulnerability to exploitation and much more. They may lead chaotic lifestyles or suffer from neglect, all forms of abuse and witness to domestic violence and family upheaval.

Oastlers School is one which treats safeguarding as a priority. We are committed to young people and are determined to provide them with a **safe, secure** and **successful** education experience.

In return, we will offer you a highly supportive workplace, one that is visionary, inspirational and accepts nothing but the best. You will be supported to further yourself, you will access high quality training and be encouraged to be the best you can. You will join a team of like minded people who have experience of the demands expected of them.

Oastlers School is keen to recruit a teacher who *genuinely wishes to make a difference.*

### PURPOSE OF THE JOB

- The post holder is required to carry out the professional duties of a school teacher as set out in the current School teachers Pay and Conditions Document, and such particular duties which the Headteacher may reasonably dictate from time to time
- To teach English throughout the school as required (or any other curriculum area at the discretion of the Headteacher – (taking notice of training undertaken or by providing it, and appropriate safety factors)
- To work to the standards set out in the Professional Standards for Core Teachers

- To plan, implement and deliver an exciting and differentiated English curriculum experience for all learners
- To lead as Head of English across the whole school
- To assist the Deputy HT, as curriculum lead, in administration of assessment of work for external examinations
- To prepare schemes of work and teaching materials for English that will be shared across the school.
- To ensure sufficient facilities, equipment and materials are available for the teaching of English across the Key Stages
- To ensure specialist English teaching is maintained in an orderly atmosphere conducive to learning
- To contribute to raising standards of learner attainment
- To monitor and assess learner progress to improve their quality of learning and personal growth
- To assist in the management and deployment of teaching support staff, financial and physical resources within the school to support teaching and learning
- To work with agreed policies and procedures of the LA, school and Governing Body
- To develop and enhance own teaching practice

## **DUTIES AND RESPONSIBILITIES**

- To display professional excellence that is at the core of the schools values
- Play a full and active part of the school community, supporting its vision and distinctive mission encouraging staff and learners to follow this example
- To undertake tutor group responsibility for a KS4 class
- To teach English across the Key Stages (and possibly other curriculum areas if necessary)
- Make ensure effective use of support staff
- To ensure every learner has effective and meaningful targets in place, based on prior attainment
- Provide relevant data and reports towards statutory assessment, annual reviews and IEP's/ILP's as required
- Contribute to effective risk assessments and behaviour plans for all learners, including regular reviews of the effectiveness of such plans
- Plan work in accordance with school schemes of work and national curriculum programmes of study
- Update key policies relating to English
- Ensure learners have homework tasks and set work for absent learners
- To implement and follow school policies and procedures as approved by the Headteacher, Leadership team and Governors
- Take part in community and liaison activities such as open Evenings, Parent/carer Consultation and collaborations with Partner Schools
- Provide a stimulating English learning experience ensuring resources are accessible to all learners
- Maintain good order and discipline in the specialist areas understanding the needs of learners with emotional, social and behavioural difficulties
- Attend and support all relevant school meetings
- Maintain an accurate register of learner attendance
- Support the school in the delivery of its RE - spect Bradford Curriculum
- Comply with the school health and safety policy
- Support the school policy regarding registration, learner absence, dress code and the behaviour and reward systems
- Consult with senior staff over individual learners, particularly concerns, ensuring strict adherence to safeguarding procedures at all times
- Communicate effectively with parents/carers and external agencies where appropriate

- Ensure work set for all learners is suitably challenging with particular regard for special educational needs and those gifted and talented
- Ensure marking of work set is completed in a timely manner
- Complete learner progress reports as directed by the Headteacher
- Establish a purposeful working atmosphere during all learning activities
- Ensure knowledge and understanding of pedagogy for learners with SEMH support needs

## **LEADERSHIP AND MANAGEMENT**

- To be responsible to the Deputy Headteacher, Headteacher and Governors of the school through the schools leadership and management structures
- Ensure every learner is achieving in lessons through the effective monitoring of learner performance
- Assess and report on individual learner progress
- Ensure effective use of administrative and non-teaching support in reference to the National Workload Agreement to ensure a healthy work/life balance
- To be supported by the schools Appraisal Processes and access to Continued Professional Development
- To contribute to the quality assurance process by taking part in lesson observation, peer observations and Learning walks
- Evaluate the effectiveness of own lessons and intervention strategies
- To contribute to the quality assurance process across the school by taking part in lesson observations, peer observations and learning walks
- Contribute to the whole school action plans including the school SEF and SIP recommendations
- Manage your own learning environment, creating an innovative and positive learning environment conducive to learning making effective use of resources

## **FINANCE**

- The post holder will not have specific responsibilities to the overall schools budget but will need an awareness of budgetary issues

## **PERSONNEL AND STAFFING**

- The post holder does not have direct line management of staff but assists in the supervision and deployment of support staff

## **ESTATE MANAGEMENT**

- The post holder does not have direct responsibility for the schools overall estate management but is expected to maintain good order in the classroom areas and ensure they are kept to a high standard with routinely change of display/notices etc

## **ADMINISTRATION**

- As indicated, the post holder will have appropriate time allocated for planning and assessment (PPA) as per set out in Teachers Conditions Document

## Specification - Teacher MPS/UPS + SEN Allowance + TLR

Essential Criteria	Desirable Criteria	How identified
<p><b>SKILLS AND EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>• Experience of statutory processes relating to Special Education Needs</li> <li>• A knowledge of a range of approaches to assessment, including the importance of formative assessment</li> <li>• Subject knowledge and experience to support and deliver English across KS3, KS4 and Post 16.</li> <li>• Knowledge of how to use local and national statistical information to evaluate the effectiveness of own teaching and to monitor individual learner progress</li> <li>• The ability to write clear, concise reports for a variety of audiences, preferably using IT systems and Microsoft Packages</li> <li>• Use a range of teaching strategies and resources, including e-learning, taking into account diversity and promotion of equality and inclusion</li> <li>• Ensure learning experiences build on prior knowledge, develop concepts and processes which enables learners to apply new knowledge, understanding and skills to meet learning objectives</li> </ul>	<ul style="list-style-type: none"> <li>• At least three years experience of working with learners who have SEMH and young people who exhibit challenging behaviours at KS3 and KS4</li> <li>• Experience of the use of de – escalation techniques such as those outlined in MAPA or similar that enables the safe management of risk taking or challenging behaviours</li> </ul>	<p>Application Interview References</p>
<p><b>KNOWLEDGE &amp; UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of Safeguarding Procedures, reporting and referring protocols</li> <li>• Understanding of a range of teaching, learning and behaviour management strategies</li> <li>• Understand how to effectively use a range of assessment, monitoring and recording strategies</li> <li>• Ability to accurately assess the learning needs in order to set challenging learning objectives</li> <li>• Provide timely, accurate and constructive feedback on learners attainment, progress and suggestions for improvement</li> <li>• Ability to support and guide young people to reflect on their learning, identify their own progress and emerging learning needs</li> <li>• Knowledge and understanding of children with complex needs including those with mental health difficulties, learning difficulties and a range of social difficulties that impacts on the ability to access learning at any given time</li> <li>• Understanding of child development, including child mental health within a context of social, religious and cultural contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding Training/attendance of Safeguarding courses</li> <li>• Mapa Training</li> </ul>	<p>Application Interview Supporting Documents</p>

<p><b>QUALIFICATIONS / TRAINING</b></p> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of further continued professional development activities</li> <li>• Further qualifications in SEN</li> <li>• English Specialist</li> <li>• Have experience of working with learners who have SEMH</li> <li>• A willingness to undertake further training</li> </ul>	<p>Application Supporting Documents</p>
<p><b>DISPOSITION AND ATTITUDE</b></p> <ul style="list-style-type: none"> <li>• Have high expectations of young people holding positive values and attitudes</li> <li>• Have high aspirations for learners, breaking down barriers to success</li> <li>• Establish fair, respectful, trusting, supportive and constructive relationships with young people</li> <li>• Adopt high standards of behaviour and professional conduct adhering to the schools own code of conduct</li> <li>• Be willing to work in a team, sharing good practice and identifying opportunities for working with colleagues including those from other agencies</li> <li>• Have a 'can do' attitude</li> <li>• To be a positive ambassador for Oastler School in order to support our values and ethos</li> <li>• High levels of integrity, honesty and credibility which will inspire confidence and trust from both internal and external stakeholders</li> <li>• Self motivated with the ability to enthuse and motivate others</li> <li>• A reflective practitioner taking responsibility for identifying and developing professional needs</li> <li>• Ability to establish a purposeful and safe learning environment identifying opportunities for extended learning</li> <li>• Assist young people in the development of independent learning skills</li> <li>• Develop critical thinking skills and have the confidence to challenge and address difficult conversations</li> <li>• Act upon advice and feedback and be open to coaching and mentoring</li> </ul>		<p>Application Interview</p>
<p><b>OTHER CONDITIONS</b></p> <ul style="list-style-type: none"> <li>• The school operates a non – smoking policy</li> <li>• Enhanced DBS Disclosure</li> <li>• Participate in supervision duties</li> <li>• Contribute to the schools newsletters that will be distributed to the wider community</li> </ul>		<p>Application Form Interview</p>