Clovelly House Person Specification and Job Description – Teacher

Responsible to: Lead teacher & School Head.

Job Purpose: The role of the Teacher is to work with school staff, carers, therapists, and other agencies to provide education to children who need help overcoming barriers to learning, and where behaviour and attendance issues are a cause for concern.
The intention is to bring about sustained change with individual pupils, to support them to improve their academic achievement, behaviour, attendance and social skills.

Job Description

General	Responsibilities	Desirable	Compulsory	Comments
1. To have high expectations of children and young people including a commitment to ensuring that they can achieve their full potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them	* To establish positive relationships with young people * to encourage pupils to achieve to their full potential * to set work that will challenge and stretch pupils to achieve		/	
2. To demonstrate the positive values, attitudes and behaviour you expect from children and young people	* to model professional standards of behaviour for pupils and colleague * to encourage pupils to develop positive values and attitudes through discussion and modelling		/	
3. To be aware of the professional duties of teachers and the statutory framework within which they work	* to teach to the national curriculum * to manage behaviour in the classroom * to offer additional opportunities for pupils to learn across the curriculum		/	
4. To be aware of the policies and practice of the workplace and share in collective responsibility for their implementation	* to follow the guidance and standards as determined by the DfE * to follow the expectations of OFSTED * to comply with the company policies and procedures		/	
5. To communicate effectively with children, young people, colleagues, parents, and carers	* to communicate clearly and in an age-appropriate way with pupils * to communicate effectively with colleagues and line manager * to communicate information accurately and timeously to parents/carers and other professionals		/	
6. To recognise and respect the contribution that colleagues, parents, and carers can make to the development and well-being of children and young people and to raising their levels of attainment	* to work closely with colleagues, parents/carers, and other professionals to support the educational development of the child * to be proactive in arranging 'mentoring meetings and other meetings to share information and to encourage working together to support the child		/	

7. To have a commitment to collaborative and co-operative working	* To be able to work independently * to work as a team and identify opportunities or working with colleagues, sharing the development of effective practice * to ensure that colleagues working with you are appropriately involved in supporting learning and understanding the roles they are expected to fulfil * to work positively with colleagues * to work as a team for the benefit of the pupil		/	
8. To reflect on and improve practice and take responsibility for identifying and meeting your developing professional needs including identifying priorities for your early professional development	* to engage in reflect practice and put in place strategies to improve own practice * to identify relevant avenues of professional development for the benefit of the school * to commit to completing professional development routes undertaken		/	
9. To have a creative and constructively critical towards innovation, being prepared to adapt practice where benefits and improvements are required	* to be flexible and adaptable in the workplace * to respond creatively to the demands of the post in line with the interests and abilities of the pupils * to embrace changes that are required within the school for the benefit of the pupils		/	
10. To act upon advice and feedback and be open to coaching and mentoring	* to attend supervision with the line manager at least once a half term * to take on feedback given during supervision meetings * to implement strategies as advised		/	
11. To have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential	* to be familiar with a range of teaching and learning strategies relevant to the learners * to implement strategies as needed in the classroom * to teach lessons and sequences of lessons across the age and ability range for which you are trained * to use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion * to build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills to meet learning objectives * to adapt your language to suit the learners you teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions, and plenaries effectively * to demonstrate the ability to manage the learning of		/	

	individuals, groups, and whole classes, modifying your teaching to suit the stage of the lesson * to establish a clear framework for classroom discipline to manage learner's behaviour constructively and promote their self-control and independence * to use behaviour strategies effectively so that pupils can remain on task and not disturb others * to encourage all learners to achieve their full potential			
12. To know the assessment requirements and arrangements for the subjects/curriculum arears you are trained to teach, including those relating to public examinations and qualifications	* to know a range of approaches to assessment including the importance of formative assessment * to know how to use national statistical information to evaluate the effectiveness of teaching, to monitor the progress of the pupils and to raise levels of attainment * to make effective use of a range of assessment, monitoring and recording strategies * to assess the learning needs of the pupils in order to set challenging learning objectives * to develop subject suitable assessment techniques * to remain up to date with specification requirements * to be familiar with exam boards requirements * to embed assessment for learning in daily practice * to provide timely, accurate and constructive feedback on learners' attainment, progress, and areas for development * to support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs * to be able to evaluate the impact of your teaching on the progress of all learners and modify your planning and classroom practice where necessary		/	
13. To have a secure knowledge and understanding of your subjects/curriculum areas and related pedagogy to enable you to teach effectively across the age and ability range for which you are trained	* to be familiar with the national curriculum requirements of subjects taught * to plan for progression across the age and ability range for which you are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge * to develop schemes of work and lesson plans for subjects taught * to be able to personalise learning for all pupils		/	

	* to teach lessons enabling pupils to achieve success * to plan homework or other out-of-class work to sustain learners' progress and extend and consolidate learning			
14. To know how to use skills in literacy, numeracy and ICT to support teaching and wider professional activities	* to be competent in English language to communicate effectively with pupils in the classroom * to design opportunities for learners to develop their literacy, numeracy and ICT skills * to be competent to write professional reports * to be able to access information digitally and to use ICT to store and modify information * to be able to use numeracy skills as required for the post		/	
15. To understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious , ethnic cultural and linguistic differences	* to know how to make personalised provision for pupils including those for whom English is an additional language or who have special educational needs or disabilities and how to take practical account of diversity and promote equality and inclusion in teaching * to know and understand the roles of colleagues with specific responsibilities including those with responsibility for learners with special educational needs and other individual learning needs * to promote equality across daily work in the organisation		/	
16. To be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people	* to be fully aware of national and company policies on safeguarding, including child protection, missing from school, child exploitations, e-safety, and Prevent * to establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts * to embed safeguarding practices in all daily work * to know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support * To be fully aware of all national and company policies on health and safety * to be eternally vigilant about health and safety int eh workplace * to support and contribute to the development of risk assessments across the organisation		/	

17. To undertake any other duties commensurate with the pay-scale as identified and directed by the principal	To comply with reasonable requests for additional duties as required to maintain high standards and good teaching and care practices.		/	

Person specification

Specification		Desirable	Compulsory	Comments
To have relevant qualifications or skills in teaching, or equivalent qualification and have or be prepared to work towards the QTS	To have the Teaching Diploma or equivalent qualifications To have or be working towards the QTS	/		
To have a experience in working in a similar setting	To have worked in a similar setting To have a sound knowledge of working with young people of 8-18		/	
To be enthusiastic about the role while maintaining a realistic understanding of what the role entails	To have a positive attitude towards the requirements of the post To be realistic about the demands of the role To be enthusiastic in working with the principal to create an outstanding provision for the children and young people in our care/education		/	
To have a deep understanding of the importance of well-being and high-quality care for the young people	To have a deep understanding of the importance of well-being for the young people, the staff and self To implicitly understand the balance between holding boundaries with the young people and offering care and nurture To demonstrate a deep understanding of the concepts associated with high quality care To constantly monitor the well-being of young people, staff and self		/	
To be able to offer diversity to the role and be an excellent role model for the staff team and children	To always display professional behaviour in line with the requirements of the role To have a 'hands on' approach to classroom teaching and outdoor learning To promote equality and diversity To be able to work as a team with all professionals		/	
To have excellent communication skills	To liaise effectively with the principal, senior managers across the organisation To communicate all relevant information to the principal, education staff and care staff To be able to maintain the most appropriate communication channels that		/	

	ensure full awareness of all issues and developments to all relevant residential and teaching staff that they are updated on a regular basis To maintain close links with the care team to ensure the highest educational outcomes for children			
To have a deep understanding of safeguarding	To understand the importance of safeguarding young people To have training and experience in managing safeguarding incidents To ensure that systems and processes for safeguarding are in place for the protection of children and young people		/	
To understand the importance of Health & Safety issues	To have experience in maintaining high standards of Health & Safety in various settings		/	
To have a good record of attendance and reliability	To understand the importance of regular attendance and punctuality To understand the impact that absence causes for the young people and the team		/	
To have good health in order to be able to fulfil the demands of the role	To be personally fit enough to undertake this demanding role		/	
To be able to drive and have own transport to get to work and back	To be able to get to work independently		/	
To have a clear sense of purpose and personal direction in line with the potential of the role	To be sure that this is the right role for you To understand the importance of the post in the running of the school To be ambitious and keen to promote the school as a centre of excellence and outstanding care.		/	

I have read the job description and the person specification.

I understand that this list note exhaustive and there may be additional tasks which I am requested to perform.

I accept this job description as a definition of the key responsibilities I will be expected to perform whilst I am in the employ of Clovelly House.

Signed (employee) …… Date: ……