

## POST 16 TEACHER - JOB DESCRIPTION

<b>Job Title:</b> Post 16 Teacher	<b>Section:</b> Teacher
<b>Reports to:</b> SLT	<b>Supervise:</b> n/a
<b>Salary Range:</b> Outer London MPS/UPS + SEN1	

1. Purpose
<ul style="list-style-type: none"> <li>Responsible for the teaching and management of a class of Post 16 students.</li> <li>To determine the student’s strengths, interests, and abilities related to skill acquisition and</li> <li>establish projects within the school environment/community and seek appropriate</li> <li>community job sites.</li> <li>To follow and further develop the Skills for Working Life/Employability curriculum, for</li> <li>students aged 16 to 19, that encompasses pre-employment key skills that are needed to</li> <li>support the students in job development.</li> <li>To collate evidence to support students’ progress and achievement towards a Level 2 English qualification, Work skills and Personal Development qualifications.</li> <li>Manage a team who can support the students in pre- employment skills and work</li> <li>placements.</li> <li>In collaboration with the Associate Head of Post 16 refer to appropriate community</li> <li>support services for training and successful Supported Internship or Apprenticeship</li> <li>programmes.</li> <li>In collaboration with the Associate Head of Post 16 work with local business and industry to</li> <li>develop a Pre-Supported Internship programme</li> <li>To manage financial and physical resources within Post 16 effectively to support the</li> <li>Department’s Development Plan</li> </ul>

2. Main Duties and Responsibilities
<p><b><u>Leading and Developing</u></b></p> <ul style="list-style-type: none"> <li>Contribute to the culture of continuous professional development for educational support staff, where learning and development activity is closely linked to individual, team and organisational priorities.</li> <li>Develop a holistic approach to meeting Social, Emotional and Mental Health needs, enabling learners to make good progress by working with other teachers, support staff, families and external agencies.</li> <li>Support the reflective and restorative culture taking into account the personal, social and emotional needs of students.</li> <li>Promote equality of opportunity and diversity in all aspects of the job and challenge inequality and discrimination and/or report concerns as appropriate.</li> <li>Work as a member of the team, planning cooperatively, sharing information, ideas and expertise.</li> <li>Establish good relationships with families to promote students’ learning and development.</li> <li>Contribute to the development and implementation of Individual Education/Behaviour Plans, Risk Assessments, Personal Care and Therapy Care programmes for students.</li> <li>Establish therapeutic relationships with students and interact with them according to individual needs.</li> <li>Organise a person-centred learning environment allowing students to take ownership of their learning and ambitions.</li> </ul>

- Liaise with members of the support and therapeutic team and, as appropriate, with parents/carers in the support of learners. Attend parents' evenings.
- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Ensure effective communication/consultation as appropriate with the parents / carers of students
- Liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies
- Manage the available resources of staff, finance, space and equipment efficiently within the limits, guidelines and procedures laid down, including deploying the Department budget.
- Raise the profile of the Post 16 Department across the school.

### **Curriculum**

- Innovate and develop an inclusive, inspiring and enriching Post 16 Curriculum.
- Ensure that curriculum planning moves the school forward for the benefit of the students, by taking account of the diversity, values and experience of the school and its wider community.
- Ensure that appropriate aims and objectives and schemes of work are fully developed and in place for all topics within the curriculum area.
- Develop and maintain a programme of activities which contribute to the school's enrichment programme.
- Work with members of the Senior Leadership Team in the development, review and evaluation of the curriculum, including contribution to the self-assessment process.
- Maintain a practical understanding of service standards and Quality Improvement initiatives relevant to the curriculum area and work to these standards, engaging in personal and professional development as appropriate.

### **Teaching and learning**

- Teach consistently good or better lessons
- Be accountable for the development and delivery of the Department's curriculum
- Ensure that the key whole school priorities are delivered to a high standard
- Ensure that high quality, appropriate schemes of learning and assessment strategies are in place for all year groups and being followed by Department colleagues
- Keep up to date with and respond to national developments in the subject area and teaching practice and methodology
- Establish common high standards of practice within the Department and develop the effectiveness of teaching and learning styles
- Ensure that individual behaviour strategies are incorporated into all planning for teaching and learning, are rigorously monitored and evaluated and appropriately changed when required.
- Work collaboratively with the school's therapy teams in setting up joint targets and implementing therapy programmes.
- To ensure that all learning equipment is in good order and available for the delivery of lessons.
- To effectively plan lessons that are stimulating, relevant and well-structured to a wide range of abilities, social, emotional and communication needs to ensure all students are able to participate and reach their full potential.
- Contribute to The PRIDE Academy's procedure for lesson observation and monitoring

- Ensure that the Department quality procedures meet the requirement of Self Evaluation and the School Improvement Plan
- Work with the Associate Head of Post 16 to identify work placements that students can participate in a variety of work experiences in order to build marketable, competitive skills which leading to Supported Internship or Apprenticeship programmes.
- Develop work opportunities and sites within the school environment that will increase job specific skills, work quality and productivity.
- Plan with students, families, and support services to determine career interests, specific job preferences (hours, location, etc.), skills and abilities in order to develop a personalised programme.
- Work with the Post 16 team to perform specific workplace analysis, job analysis, task analysis, and job matching activities.
- Work with the Post 16 team to coordinate and design reasonable adjustments needed in the workplace, to be implemented across all sites.
- Identify and create solutions for behavioural habits that may interfere with gaining and maintaining employment in the future.
- Maintain students support plans and vocational profiles, setting appropriate long-term goals and short-term targets with students based on participation, skill development, attitude, etc. Review Student Support Plans and vocational profiles regularly and record and discuss progress.
- Work with the Associate Head for Post 16 to coordinate internal rotation opportunities within the host business and necessary job support for students.
- Coordinate travel training (when appropriate) on public transport or teach students to be able to access transport independently.
- Develop Personal Profiles with each student to include evidencing of skills attained, letter of recommendations from pre-internship sites, etc.
- Develop links with other agencies to ensure effective transition from school to college or Supported Internship or Apprenticeship programmes.
- Create job development training plan with consumers and appropriate support personnel.

### **Achievement and Progress**

- Establish and monitor the robust process of setting of targets within the Department and to work towards their achievement.
- Track the progress of students with Autism and Social, Emotional and Mental Health needs using the available data and monitor the impact of interventions, sharing this with the SENCo and other relevant professionals.
- Ensure the maintenance of accurate and up-to-date information concerning student progress within the Department on the management information system.
- Analyse and evaluate, performance data provided and take swift and appropriate action in response to underachievement.

### 3. Main Duties and Responsibilities - Other

- Support the Senior Leadership Team in all health and safety matters and take reasonable care for the health and safety of yourself and other persons who may be affected by your acts or omissions at work.
- To develop and enhance expertise in supporting students with complex social, emotional and mental health needs by attending training and working alongside relevant internal and external professionals such as psychologists and therapists.
- Provide outreach to those students unable to access the curriculum within school.
- Cover classes for absent colleagues in accordance with OHC&AT guidelines, which may be reviewed from time to time.
- Carry out administrative tasks related to courses and attend meetings as required by Senior Leadership Team.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Support the marketing of courses both inside and outside the OHC&AT including attendance at open events. This will involve flexible working (i.e. occasional evenings).
- Undertake all duties and responsibilities in accordance with OHC&AT policies and relevant legislation, inclusive of Equal Opportunities, Health & Safety, Data Protection, Child and Vulnerable Adult Protection, Financial regulations and Quality frameworks. To report any concerns to the appropriate person.
- Undertake any other duties consistent with the objectives and level of responsibility of the post as may be required by the Senior Leadership Team and/or OHC&AT.
- If required, act as a Form tutor for groups of learners.

**Note:** This JD is not a comprehensive statement of procedures and tasks but sets out the main expectations of The Pride Academy in relation to the post holder's professional responsibilities and duties. The duties of this post may vary from time to time, as required by the Principal, without changing their general character or the level of responsibility entailed. This job description is to be reviewed annually. The responsibilities listed above are the basic essentials of the post; it is always open to the post-holder to propose ways of extending these responsibilities.

The Pride Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Data and Barring Service (DBS) as part Orchard Hill College & Academy Trust's pre-employment checks

## Person Specification

This person specification will form the basis of the application form, and candidates will also be assessed against aspects of this person specification at interview.

<b>QUALIFICATIONS (list)</b>	<b>ESSENTIAL</b>	<b>TESTING METHOD</b>
Hold a relevant degree or equivalent qualification	Essential	Checked certificates
Hold a recognised full teaching qualification such as QTS or be willing to undergo teacher training in line with current regulations	Essential	Checked certificates
Post graduate SEN qualification	Desirable	Checked certificates
<b>STATUTORY or ROLE SPECIFIC REQUIREMENTS</b>	<b>ESSENTIAL</b>	<b>TESTING METHOD</b>
A clear understanding of the features of high quality teaching and learning at KS4 and Post 16	Essential	Application/Interview
Commitment to the safeguarding of all learners	Essential	Application/Interview
Demonstrable effectiveness in promoting equality and diversity through teaching, managing the learning environment and challenging discriminatory behaviour and attitudes	Essential	Application/Interview
Access to transport to access other Trust centres.	Essential	Checked licence
<b>KNOWLEDGE AND EXPERIENCE</b>	<b>ESSENTIAL</b>	<b>TESTING METHOD</b>
Knowledge and experience of the national curriculum in own specialist area	Essential	Application/Interview
Experience of working with students with social, emotional and mental health needs.	Essential	Application/Interview
Effective teaching and learner progress in KS3 and KS4 Music	Essential	Application/Interview
Effective in using a broad range of assessment measures as a driver for improving learners' performance	Essential	Application/Interview
Interest in working with vulnerable students.	Essential	Application/Interview
Understanding of alternative and therapeutic interventions for student progression.	Desirable	Application/Interview
Experience of working with students with challenging behaviours.	Essential	Application/Interview
Proven good standard of teaching skills and abilities or demonstrable potential to attain the highest standards of teaching	Essential	Application/Interview

Innovative and competent in utilising all available resources to provide a stimulating learning environment including IT.	Essential	Application/Interview
<b>COMPETENCES</b>	<b>ESSENTIAL</b>	<b>TESTING METHOD</b>
Remains motivated, even when under pressure, to ensure that a high standard service to the customer is maintained	Essential	Application/Interview
Excellent communication and facilitation skills with all stakeholders.	Essential	Application/Interview
Excellent team-working skills with a record of working co-operatively to achieve individual and team goals	Essential	Application/Interview
Excellent interpersonal skills and the ability to communicate effectively, both verbally and in writing, with all stakeholders	Essential	Application/Interview
Committed to reflecting on own performance, seeking and accepting constructive feedback and learning from own experiences	Essential	Application/Interview
A high level of tolerance and an entirely non-judgemental attitude to children whose behaviour may be challenging	Essential	Application/Interview
Adopt a reflective and restorative approach.	Essential	Application/Interview

*As part of Orchard Hill College & Academy Trust's pre appointment checks, current and past employers will be contacted for short listed candidates  
Any discrepancies or anomalies, and/or issues from references will be discussed at interview with shortlisted candidates.*