

## JOB DESCRIPTION



<b>Job title:</b>	Qualified English & Vocational Teacher
<b>Grade:</b>	MPS/UQT + SEN
<b>Contract &amp; Hours:</b>	School Teachers' Pay and Conditions
<b>Responsible to:</b>	SLT
<b>Job purpose:</b>	Reporting to the Assistant Head of School, support in the delivery of a high-quality provision by providing learning opportunities for young people placed into Alternative Provision. Working to a designated line manager and with other teaching and support staff, assist in all aspects of the work within the Alternative Provision to promote a healthy and supportive working environment. (Refer to Teachers Standard 2011)
<b>Key internal contacts:</b>	SLT Teaching Staff Support Team Admin Team Students
<b>Key external contacts:</b>	Parents/Carers Outside Providers
<b>Special consideration:</b>	Hold a clear Enhanced DBS check

### **Key duties and responsibilities:**

This post is subject to the current Conditions of Service for School Teachers in England and Wales and is in accordance with range of duties set out in that document relevant to the post holder's title and salary grade

### Particular Responsibilities:

1. To create and manage a caring, supportive, purposeful and stimulating environment which is conducive to children's learning
2. To plan and prepare lessons in order to deliver the National Curriculum and other subjects ensuring breadth and balance in all subjects
3. To identify clear teaching objectives and learning outcomes, with appropriate challenge and high expectations
4. To teach Lessons that are judged to be at least typically good
5. To maintain good order and discipline among the pupils, safeguarding their health and safety
6. To organise and manage groups or individual pupils ensuring differentiation of learning needs, reflecting all abilities
7. To plan opportunities to develop the social, moral, emotional and cultural aspects of pupils' learning
8. To maintain a regular system of monitoring, assessment, record-keeping and reporting of children's progress
9. To ensure effective use of support staff within the classroom
10. To ensure all groups of pupils attain, achieve and make appropriate rates of progress as determined by agreed targets
11. To participate in staff meetings as required
12. To communicate and consult with parents over all aspects of their children's education – academic, social and emotional
13. To cover in the absence of a colleague
14. If required, to be a mentor to a student or group of students and communicate regularly with parents
15. To partake in the quality assurance of the service and promote without prejudice the agreed policies of the Service

### Generic Responsibilities:

1. To ensure that service policies are reflected in daily practice
2. To liaise with outside agencies when appropriate
3. To support the Executive Head Teacher in promoting the ethos of the service
4. To promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures
5. To promote equality as an integral part of the role and to treat everyone with fairness and dignity
6. To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Service Health and Safety policy and any service-specific procedures / rules that apply to this role
7. To role model professional standards, as detailed in The Service Charter and other teacher standards
8. To support, promote and positively publicise the service
9. To work collaboratively with all employees

*Footnote: The job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade post*

### Trust:

1. Promote the Trust's core themes of working with vulnerable young people and helping them to flourish;
2. Promote the safeguarding and welfare of children and young people; Complying with the Trust's policies and procedures (e.g. equal opportunities and health and safety);
3. Ensure high standards of behaviour and dress are maintained.
4. Attend Trust/Academy briefings, meetings and events as required by the Executive Principle or Headteacher.

### Additional duties:

You may be required to carry out additional duties, as the Executive Principle or Headteacher may reasonably request, which are commensurate with the post.

**PERSON SPECIFICATION**  
**English & Vocational Teacher**

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

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

MINIMUM	
QUALIFICATIONS (if essential)	<ul style="list-style-type: none"> <li>• Degree (or equivalent)</li> <li>• Qualified Teacher Status desired. Unqualified teachers will be considered</li> <li>• Evidence of engaging in recent personal professional development</li> </ul>
EXPERIENCE	<ul style="list-style-type: none"> <li>• A good or better classroom teacher</li> <li>• Evidence of successful classroom management skills with challenging pupils</li> <li>• Considerable positive contact with pupils and their families</li> <li>• Desirable SEND experience and/or Experience teaching another more vocational course (media/film)</li> </ul>
SKILLS AND ABILITIES	<ul style="list-style-type: none"> <li>• Excellent organisational skills and the ability to make critical self-evaluation</li> <li>• Well-developed interpersonal and communication skills</li> <li>• The ability to make sound decisions and to identify and solve problems through analysis and sound judgement</li> <li>• The ability to work independently and use initiative but still be a part of the team and follow whole service protocols and to foster that skill in others</li> <li>• The ability to engage reluctant pupils in the learning process</li> <li>• The ability to be flexible in directed tasks at short notice</li> <li>• Ability to travel to meet the requirements of the service</li> </ul>
KNOWLEDGE	<ul style="list-style-type: none"> <li>• Strong emotional intelligence and resilience</li> <li>• Ability to stand back and consider the wider view</li> <li>• Able to deal sensitively but firmly with people and resolve conflicts</li> <li>• A willingness to consider fresh approaches whilst maintaining what works well</li> <li>• Respected by colleagues and pupil</li> </ul>
BEHAVIOURS	<ul style="list-style-type: none"> <li>• To demonstrate empathy</li> <li>• To maintain confidentiality within working environment</li> </ul>