

TEACHER JOB DESCRIPTION

Post Title: Teacher, Kyloe House School			Office Use
Workplace: Kyloe House, Secure Children's Home			JE ref:
Responsible to: Head of Education	Date: 01/11/2020	Manager Level: MPS/UPS Teachers Pay and Conditions	
<p>Job Purpose:</p> <p>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for young people and to lead on the implementation of a vocational curriculum.</p> <p>The post holder will be a Personal Tutor for a small group of students, this will include:</p> <ul style="list-style-type: none"> • Leading on the preparation of a Personalised learning program. • Leading on the preparation of the student's Kyloe School Education Plan • Leading on the preparation of the student's report for the Looked After Child and Secure Accommodation Review meetings alongside completing monthly education reports. <p>As a teacher in Kyloe education, you will be expected to deliver two subjects. One core subject alongside a vocational subject. The vocational subject will complement the portfolio of subjects delivered in Kyloe Education.</p> <p>The post holder will work as a member of a team of teaching staff and Residential Social Workers providing a broad and balanced education to young people who attend Kyloe House Secure Unit.</p>			
Resources	Staff	Teachers, Support Staff	
	Finance	Work within school budget	
	Physical	School Rooms / Resources / Health & Safety / Safeguarding / Staff & Pupil Records/ICT	
	Students/Clients	Pupils from Placing Authorities	

Duties and key result areas:

Listed below are the responsibilities this role will be primarily responsible for:

- To create a personalised learning plan on admission to Kyløe House Education through the use of online functional skills assessment, reading tests and any other tests that may be implemented.
- Communicating the results to all Teachers and the relevant Case Managers.
- Monitoring and supporting the overall progress and development of young people as a teacher and writing a monthly report on each student;
- Facilitating and encouraging a learning experience which provides young people with the opportunity to achieve their individual potential;
- Contributing to raising standards of student attainment in Kyløe Education
- Sharing and supporting the school's responsibility to provide and monitor opportunities for personal and academic growth.

Key Responsibilities:**Teaching**

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To support young people with accessing education on the unit if required.
- To assess record and report on the attendance, behaviour, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that Literacy, Numeracy, ICT and the schools Special Needs strategy is reflected in the teaching/learning experience of students
- To create a programme of learning and ensure this is delivered to meet the needs of each student.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update educational materials to reflect best practice.
- To use a variety of delivery methods which will stimulate learning appropriate to young people's needs and demands based on their individual programme of learning.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour and standards of work.
- To undertake assessment of young people as requested by external examination bodies and Kyløe Education procedures
- To mark, grade and give written/verbal and diagnostic feedback as required. Including reflective learning with the student

Planning

- To develop comprehensive schemes of work to meet the needs of the students and the curriculum.
- To follow whole school marking policy.
- Support the development of literacy and numeracy across all subjects.

Management Of Information

- To maintain appropriate records and to provide relevant accurate and up-to date information for recording systems.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.
- To produce necessary data from their curriculum area that will contribute to the SEF and any other reports.

Personal Tutor

- To act as a personal tutor to a group of young people.
- To promote the general progress and well-being of individual young people.
- To liaise with residential staff to ensure the implementation of the young peoples' incentive scheme (PSP and RACE)
- To assist in the induction of young people as they are admitted
- To evaluate and monitor the progress of young people and keep up-to-date records as may be required within the tutor group.
- To contribute to the preparation of Personal Education Plans and Individual Education Plans and EHC plans and other reports as required.
- To communicate as appropriate, with outside agencies after consultation with the appropriate staff.
- To report on student progress as required

School Ethos

- To maintain and contribute to the overall aims of the school.
- To promote actively the school's corporate policies.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To be aware and comply with Child Protection Procedures

The above outlines the main duties and responsibilities of the post but may not identify each individual task to be undertaken.

In addition to the "Statutory Conditions of Employment" relating to teachers the following will apply:

Risk Assessment

The existing protocols for assessing risk within subject areas and room areas will be followed and the Education staff will contribute to the risk assessment process.

CALM

Education staff will be required to be trained and verified in CALM (Crisis and Aggression Limitation Management) techniques and will meet all of the requirements of the application of CALM in Kyloe House. This would also mean the ability to respond to any need for physical restraint of young people

This is an essential requirement of the job and would require good physical fitness and mobility to participate in all aspects of CALM.

Other Responsibilities

Any duties consistent with the nature, level and grade of the post. These duties are neither exclusive nor exhaustive and the post holder may be required to undertake other duties and responsibilities without changing the general character of the post.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post.

Kyloe House is different to other school settings and requires great flexibility from staff.

PERSON SPECIFICATION

Post Title: Teacher, Kyløe House School		Ref:
Essential	Desirable	Assess by:
Knowledge and Qualifications		
<ul style="list-style-type: none"> Qualified Teacher Status/ Qualified Teacher Learning and Skills 3 years post qualifying experience Evidence of relevant continuing professional development Clear commitment to on-going professional development 	<ul style="list-style-type: none"> Further/Higher qualifications in this area or related field 	A
Experience		
<ul style="list-style-type: none"> Recent teaching experience of groups within the 11-17 age range Recent successful experience of teaching 'disaffected' young people. Recent successful experience in teaching groups of pupils recognised as presenting social, emotional and behavioural difficulties Experience of an education setting offering a flexible approach to the curriculum Working with pupils experiencing Special Educational Needs A proven track record in leading on the development of curriculum pathways linked to the chosen subject. Has developed a range of teaching styles that fosters a learning environment where the goals of education are achieved through effective teaching and a full understanding of pupil learning styles Sharing information and practice with colleagues and other professionals. Has supported pupils through the demands of courses to raise their levels of attainment. Is able to motivate disaffected young people and raise attainment from an assessment point. Commitment to quality, evaluation and continuous improvement, by supporting the systems which inform and monitor. 	<ul style="list-style-type: none"> Experience in a post which carried specific responsibility or leading in a subject area 	A I R
Skills and competencies		
<ul style="list-style-type: none"> Proven Skills in motivating and encouraging participation from reluctant pupils Proven effectiveness in forming and sustaining good working relationships with pupils presenting social, emotional and behavioural problems Recognising strengths in pupil management and teaching skill Ability to teach across the curriculum Ability to lead a subject area within the unit Ability to teach to a consistently outstanding standard Ability to prepare and present work in a differentiated and imaginative way to pupils of varying interests, abilities and levels of commitment 		A I R

<ul style="list-style-type: none"> • Able to manage workloads in light of conflicting demands <p><u>Social Skills</u></p> <ul style="list-style-type: none"> • Ability to relate to all staff within the secure unit, young people, parents, LEA and other appropriate agency representatives and members of the community • Ability to manage and organise self • Flexible, resilient, creative • Positive Thinking, resilience to demands • Positive attitude towards young people experiencing a range of difficulties • Good personal presentation • Good communicator with young people and college <p><u>Motivation</u></p> <ul style="list-style-type: none"> • Commitment to raising pupil's achievements • Commitment to working with pupils with problems • Someone who accepts the opportunity of challenge and change as an on-going natural process • Ability to work collaboratively with a variety of partner agencies • Is sensitive to the needs of pupils, parents and staff • An openness to extend support to pupils beyond the classroom • Flexibility in delivering learning experiences that will improve achievement • A personal presence and teaching style that can motivate creativity and commitment. • Is able to remain resilient, committed and enthusiastic in the face of challenge, change and development 		
Physical, mental and emotional demands		
<ul style="list-style-type: none"> • Good physical fitness and mobility to participate in all aspects of CALM 		I R
Other		
<ul style="list-style-type: none"> • Committed to equality of opportunity in education sensitive to the needs of all young people with awareness of the needs of those in a minority because of their gender, race, religion, sexual orientation or because they are disabled. • Ability to treat staff and colleagues with equal respect regardless of differences in gender, race, culture, abilities, sexuality or professional discipline 		

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits