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**Horizon School**

**Teacher of English**

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| **Job Details**  **Salary:** MPS/UPR + SEN 1  **Contract type:** Full-time, permanent  **Reporting to:** Headteacher | |
| **Main Purpose**  **Teacher of English (KS3 and KS4)**  The post holder will be allocated a timetable within their expertise and experience, but flexibility is required and the post holder will at times be expected to deliver other lessons.  In addition, depending on the needs of the school timetable, staff may be asked to teach additional subjects such as: reading, PSHE, 1:1 interventions; this is not uncommon in a small Pupil Referral Unit setting and is in part why all staff are paid a SEN point.  All teaching staff within the PRU are expected to take on the role of Form Tutor as outlined within the staff handbook and as reasonable additional duty delegated by the Headteacher.  The Professional duties of all teachers, (other than the Head Teacher) are set out in the STPC and describe the duties required of all main scale posts.  [Teachers' standards - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/teachers-standards)  The particular duties expected of the post holder have been set out below: | |
| **Qualities**   * Excellent teaching practitioner * Excellent classroom management skills * flexibility * sound knowledge of the English curriculum * the ability to build positive relationships with students * friendliness and approachability * excellent preparation and organisation skills * strong work ethic * resilience * high expectations for all | |
| **Accountabilities** | |
| **A** | To implement and deliver the Horizon School curriculum, which engages and ensures all students are able to make progress in line with expectations in all subjects. |
| **B** | To monitor, assess and respond to individual student progress and attainment. |
| **C** | To maintain high expectations of behaviour and safety in line with the School’s policies, such as the Behaviour and Relationships Policy and Safeguarding Policy. |
| **D** | To maintain professional standards which support the School’s vision both within the whole School and the wider community. |
| **E** | Generic duties relevant to all teachers. |

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| **Accountability A:** |
| To implement and deliver the Horizon School English curriculum, which engages and ensures all students are able to make progress in line with expectations in all subjects. |
| * Undertake a designated programme of teaching as outlined on the school timetable; * Use engaging teaching methods to stimulate students’ intellectual curiosity, effective questioning and response, clear presentation and good use of resources; * Prepare and update subject materials; * Use a variety of delivery methods which will stimulate learning appropriate to student needs and the demands of the specifications taught; * Teach students according to their identified needs through appropriate adaptation and personalisation, including the setting and marking of work carried out by students; * Maintain a professional dialogue with the SENDCo where additional support or guidance is required in meeting the identified needs of individual or groups of students in line with the SEND Policy; * Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships; * To ensure high expectations with regard to punctuality, behaviour and standards of work in line with the Horizon School vision and related teaching and learning policies; * Encourage and be accountable for the achievement and progress from all students in the class allocated to you to ensure they make expected and more than expected progress; * Recognise and praise the achievement of students in classes assigned to you in line with the Behaviour and Relationships policy and systems. |

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| **Accountability B:** |
| To monitor, assess and respond to individual student progress and attainment. |
| * Maintain appropriate records and provide relevant, accurate and up-to-date information to data sheets, registers, etc. when required; * To meet the Horizon School data collection deadlines in reporting on the progress, development and attainment of students using the assessment system; * Complete any relevant documentation to assist in the tracking of students; * Track student progress and use information to inform teaching and learning; * Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students; * Undertake assessment of students as requested by external examination bodies; * Mark, grade and give written / verbal and diagnostic feedback in line with the Horizon School’s Marking, Feedback and Response Policy; |

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| **Accountability C:** |
| To maintain high expectations of behaviour and safety in line with the School’s policies, such as the Behaviour and Relationships Policy and Safeguarding Policy. |
| * Maintain appropriate records and provide relevant accurate and up-to-date information within data reporting sytems; * Communicate effectively with the parents of students in line with the Behaviour and Relationships Policy; * To follow the stepped procedures for managing behaviour incidents set out within the Behaviour and Relationships Policy; * To observe guidance for de-escalation strategies set out in individual student risk assessments; * Where appropriate, communicate and co-operate appropriately with persons or bodies outside the school; * Reward positive points and rewards in line with the Behaviour and Relationships Policy; * Follow agreed policies for communications in the School; * To observe safeguarding protocols as set out in the Safeguarding Policy in reporting any concerns regarding a student; * To seek guidance from the Designated Safeguarding Lead or Alternate Designate Safeguarding Lead when unsure about a situation; * To follow the school Whistle blowing procedures in reporting any concerns regarding a member of staff and/or manager. |

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| **Accountability D:** |
| To maintain professional standards which support the School’s vision within the whole school and the wider community. |
| * Play a full part in the life of the school, to support the vision, aims, objectives, values and ethos and to encourage staff and students to follow this example; * Actively promote school policies and procedures; * Be responsible for your own continued professional development; * Take part in the school’s staff development programme by participating in arrangements for further training, professional development, observations and in assessing their impact on learning; * Engage actively in the appraisal process in line with school policies; * To be responsible for personal development in the relevant areas including subject knowledge, teaching methods and areas identified in appraisal; * Work as a team member and contribute positively to effective working relations within the school; * Participate in collaborative activities; * Comply with the school Health & Safety Policy and undertake risk assessments as appropriate; * Be courteous to colleagues, students, visitors and telephone callers and provide a welcoming environment; * Undertake duties as designated; * Attend calendared meetings punctually; * Set appropriate cover work during times of absence. * Observe all professional standards. |

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| **Area of Accountability E:** |
| Generic duties relevant to all teaching staff |
| * To control and oversee the use of all teaching resources provided for class usage; * To maintain positive standards of behaviour in accordance with the rules and behaviour systems of the Horizon School; * To contribute to Leadership meetings, discussions and management systems necessary to co-ordinate the work for the curriculum and integrate this into the work of the Horizon School as a whole; * To promote equal opportunities within Horizon School and to seek to ensure the implementation of the Horizon School Single Equality Policy. * Adhere to all protocols and procedures within the school. |

**Please note**

This job description sets out the major duties and other tasks associated with the stated purpose of the post. Other duties of a similar nature and/or level undertaken within the school are not excluded simply because they are not itemised. The above list of job duties is not exclusive or exhaustive and the post holder will be required to undertake such tasks as may reasonably be expected within the scope and grading of the post.

Working with learners within a Pupil Referral Unit setting who have Special Educational Needs & Disabilities requires a particular understanding and appreciation of the individual needs, such as physical limitations, learning, social, emotional, mental health and language difficulties or problems with organisation. The behaviour of such learners can be extremely challenging and is therefore emotionally and physically demanding. **There is a risk that, due to the nature of the learners’ special needs, staff could be verbally or physically assaulted**. The school’s Behaviour and Relationships Policy clearly outlines the steps taken by the school to reduce and manage the risk and the consequences should such an incident take place.

Where you are required to work somewhere other than your normal place of work on a temporary basis, the school will endeavour to give you as much prior notice of the move as possible depending on the particular circumstances.

**Person Specification**

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| **Criteria** | **Essential** | **Desirable** | **Assessment method** | |
| **A** | **I** |
| Education and Qualifications | * A good degree or equivalent * QTS | * Masters or post degree qualification demonstrating further subject knowledge. * Continuing Professional Development relating to supporting SEMH * HLTA, NVQ or similar supporting students with additional needs | X |  |
| Experience | * Demonstrable experience working within the Key Stages 3 and 4 * Demonstrable experience planning and teaching students within the relevant Key Stage * Demonstrable ability of a high standard of classroom teaching in line with teachers’ standards at relevant Key Stage * Evidenced Subject Specialist Knowledge in areas of teaching (where relevant) * Effective work with parents and other agencies. * Knowledge of safeguarding and child protection procedures * Experience of supporting the delivery of effective learning to small groups with a diverse range of needs and abilities | * Successful experience as a Form Tutor or similar * Successful teaching of PSHE/RSE * Experience applying safeguarding procedures with young people * Substantial experience of working in partnership with other services to * Demonstrable evidence of an ability meet young people’s needs * Demonstrable experience of working with young people with challenging SEMH needs | X | X |
| Skills and Knowledge | * Comprehensive knowledge of National Curriculum at relevant Key Stage * Comprehensive knowledge of interpreting exam specifications and delivery, where appropriate * Evidence of a commitment to own professional development in relation to teaching * Ability to evidence the impact of T & L to assess pupil progress * Effective application of assessment, progress   and attainment information to plan for positive student outcomes   * Effective use of strategies to motivate and engage all students as effective learners and to promote good student relationships * Ability to use a range of teaching methodologies to secure learning for all students * Ability to recognise and act on impending problems, explore and present workable solutions * Effective organisational skills * Reflective practitioner * Ability to be aspirational for all and set high expectations for all | * Proven ability working in a Special School, PRU or other relevant setting * Advanced ICT skills and experience in using adaptive ICT software and technologies * Comprehensive knowledge and understanding of the challenges facing pupils with additional needs; especially SEMH * Understanding of parenting skills and effective ways to engage and support parents/carers * Relevant and substantial experience on managing challenging behaviour in an appropriate way * Experience in using coaching and mentoring skills to help people achieve personal goals * Evidence of up to date knowledge of examination board requirements in relation to qualifications at KS4 * Evidence of supporting or overseeing CIAEG, Work Related Learning or similar | X | X |
| Personal Qualities | * Excellent communication skills, able to present information effectively both verbally and written * Strong interpersonal skills * Ability to be resilient, persistent and solution-focused in maintaining young people’s engagement * Ability to maintain appropriate level of confidentiality * Attending and contributing to review and other meetings, as appropriate * Ability to manage own workload; including associated administrative tasks * Good time management, able to * meet deadlines and targets * Flexible working style | * Evidence based practice linking with external agencies and other stakeholders | X | X |