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*Our Vision:*

*To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*

**Shirley High School**

**Performing Arts College**

***Striving for Excellence***

**Job Description: To be read in conjunction with the Generic Classroom Teacher Job Description**

Post: Alternative Education Provision Teacher (School House)

Line Manager: Senior Vice Principal – Pastoral

**Key Responsibilities and Objectives:**

**Curriculum**

**This will involve:**

* Developing and adapting conventional teaching methods to meet the individual needs of students.
* Developing appropriate activities for the students in relation to the curriculum.
* Assessing students who have long or short-term placement needs, and working with colleagues to identify individual students’ needs to design individual programmes of learning for students.
* Carrying out baseline assessments and summative assessments for each student.
* Using special equipment and facilities, such as audio-visual materials and computers to stimulate interest in learning.
* Administration, including updating and maintaining records on students’ progress.

**Teaching:**

* Teaching lessons in order to motivate and stimulate students, so they are able to achieve the maximum of which they are capable.
* Maintaining control of all students in your care at all times, insisting on courtesy and respect.
* Setting homework in accordance with the homework timetable.
* Having knowledge and awareness of the new National Curriculum requirements for core subjects.
* Willingness to contribute to extra-curricular activities.
* Teaching either individual students or small groups of students within, or outside, the class.
* Preparing lessons, and marking and assessing work.
* Teaching core subjects – English, Maths, Science, as well as vocational subjects as requested and have an interest in cross-curricular themes
* Teaching Personal Development including Relationships and Sex Education.
* Promoting high standards within students, including presentation of work, and emphasising positive achievement.
* Giving advice and guidance to students.
* Setting, assessing and reporting on students’ work.
* Supporting students in respect of school e.g. literacy, numeracy.
* Supporting students in using basic ICT as required. Supporting students to understand instructions related to school work and homework, as required.
* Preparing and maintaining equipment/resources as required and assisting students in their use. To mark students’ work carefully, regularly, frequently, and with constructive comments designed to correct misunderstanding and to consolidate learning.
* Calling a register to record students’ attendance at all lessons.
* Keeping a record of work, including homework set, in the Teacher Planner.
* Keeping up-to-date records of marks and assessments in line with the National Curriculum and with departmental policy.
* Reporting to parents/carers through parent meetings or in writing as required.

**Students:**

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| * Being a keyworker for identified students and liaising with colleagues and external agencies to support academic and personal progress. * Planning and delivering intervention programs to a small cohort of students to develop their social and emotional skills – tracking and evidencing progress. * Planning and delivering elements of supportive interventions e.g. anger management * Working with other colleagues to provide ‘out of the classroom’ learning experiences. * Facilitating, where appropriate, extra-curricular activities and trips to engage and motivate students. * Being aware of student problems/progress/achievements and liaising with relevant members of staff, as required.   **Administration:** |
| * Undertaking student record keeping * Gathering/reporting information from/to parents/carers as directed. * Undertaking clerical/administrative support, e.g. photocopying, typing, filing as required. * Keeping records of all contact with students, parents, outside agencies. * Writing reports for students as required. |

**Personal Qualities:**

* Reliable and conscientious teacher with high expectations in line with the school;
* Great communication skills with all within the school community;
* Neat appearance in line with the school policy;
* Ability to work as part of a successful team and work effectively under pressure;
* Have the determination and resilience to ensure that all students are challenged in all aspects of school life.

**Think Green:**

* Support the school in demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, recycling and waste reduction) wherever possible in day-to-day work.

**Safeguarding and Child Protection:**

* To reinforce and enforce the school commitment to safeguarding and promoting the welfare of children and young people.
* Uphold the duty of care to ensure that if there are any concerns relating to the welfare or safety of a child they are immediately relayed to the Designated Person(s) with responsibility for safeguarding children

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| Essential | Desirable |
| Qualified Teacher Status | Graduate status in subject area or related subject |
| True commitment to high standards | Experience of 11-18 education |
| Strong classroom management skills | Additional teaching qualifications or training |
| Relentless drive for student and personal progress and success | Sound knowledge of current educational developments, including the use of IT |
| Passion for learning and inspiring others | Strong analytical skills with regards leadership and getting the best out of colleagues |
| Respect for all | Track record of improving student performance |
| Experience of working with students with SEMH and / or behaviour needs | Ability to deal effectively with students presenting challenging needs and behaviour (including ASD, ODD, ADHD) and using de-escalation techniques as appropriate |
| Experience of mentoring / coaching | Experience in working with vulnerable groups and students who concurrently require mentoring / pastoral support, alongside their education. |
|  | Ability to use a range of communication techniques to facilitate the identification of barriers to learning. |
|  | Experience of working in partnership with other organisations to deliver outcomes. |

We want all at SHS to believe in and maintain the values of our school:

