

## Job Description

<b>Department:</b>	Children & Young People Services
<b>Division/Section:</b>	Clare Lodge - Education
<b>Job Title:</b>	Teacher
<b>Post No:</b>	
<b>Grade:</b>	MPS/UPS dependent on experience
<b>Reports to:</b>	Head Teacher
<b>Organisation Chart:</b>  Show immediate manager and any jobs reporting to this post.	<pre> graph TD     HT[Head Teacher] --&gt; DHT[Deputy Head Teacher]     HT --&gt; T[Teachers]     HT --&gt; UT[Unqualified Teachers]     DHT --&gt; TA[Teaching Assistants]     DHT --&gt; HLTA[HLTA]           </pre>
<b>DBS Check applicable?</b>	Basic <input type="checkbox"/> Standard <input type="checkbox"/> Enhanced <input checked="" type="checkbox"/> None <input type="checkbox"/>
	Is post exempt under the Rehabilitation of Offenders Act 1974 in respect of declaration of spent convictions?  Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Line Management responsibility for:</b>	No. of direct reports: 0 No. of indirect reports: 0
<b>Size of budget:</b>	- state whether <i>accountable</i> for (i.e., budget holder) or <i>accounting</i> for (e.g. monitoring)

(Per annum)	n/a
<b>Job Purpose:</b>	<p>Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document and meet the expectations of Children's Homes Regulations, Children's Homes National Minimum Standards.</p> <p>Support Clare Lodge's main purpose and work with colleagues from other disciplines to maintain a safe and secure living and learning environment that promotes the safety and welfare of children and young people with complex needs, in which they can prosper, develop and achieve positive outcomes.</p> <p>Always create and maintain a positive attitude and approach that promotes inclusion, builds relationships, and generates a culture of openness and trust.</p>

### Main Duties and Responsibilities:

- Teachers are appointed to work as part of a team of teachers, teaching assistants and other professionals, under the general direction of the Head Teacher.
- Teachers are members of a multi-disciplinary team working under the supervision and general direction of the Head Teacher
- Take a role within the school in the development, planning, preparation and assessment of at least two subject areas, under the direction of the Head Teacher.
- Contribute to a wide range of teaching and learning activities.
- Create and maintain a supportive culture that promotes positive relationships and generates openness and trust.
- To foster, maintain and support pro-social behaviour, a restorative practice and solution focussed approach with children, young people and colleagues.

### Supporting the Pupil and Curriculum

- Encourage and promote the inclusion and acceptance of all pupils.
- Develop, plan and prepare a curriculum for at least two subject areas.
- Organise and manage appropriate learning environment and relevant resources.
- Keep records on progress, write reports and attend case reviews when required.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Track and monitor the education of young women and act in an educational support role.
- Inform the Head Teacher of emerging issues relating to either the education of individual residents or the operation of the Secure Children's Home as a whole.
- Carry out any other appropriate tasks as required by the Head Teacher the Deputy Head Teacher
- Provide feedback to pupils in relation to progress and achievement.
- Contribute to behaviour management within the school and take charge of situations to allow the teacher to continue to work with the rest of the class.
- Take a proactive approach to conflict resolution seeking positive outcomes.
- Supporting the role of parents and other professionals in pupils' learning and contribute to/lead meetings with key stakeholders to provide constructive feedback on pupil progress/achievement
- Deliver education services using current software programmes and packages
- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Set high expectations which inspire, motivate and challenge pupils
- Adapt teaching to respond to the strengths and needs of pupils

### Supporting the School

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, to support the school's vision and values
- Work as a member of the wider Clare Lodge Team.
- Adhere to all procedures required to maintain on-site security, including the use of keys, awareness of the perimeter, safety alarms and related equipment. Be aware of, and comply with, policies and procedures, e.g. child protection, health, safety and security, confidentiality and data protection, dealing with/reporting concerns to an appropriate person.
- Develop and maintain effective relationships with staff, parents, carers or relevant external agencies.
- Attend and participate in regular meetings as required.
- Ensure diversity and culture are recognised, celebrated and considered in all work.
- Work with others on curriculum and pupil development to secure co-ordinated outcomes including attendance of multi disciplined meetings.
- To be able to physically restrain in line with approved restraint techniques, guidelines and procedure (CALM) (training will be provided)
- Provide cover for colleagues when required
- Identify, provide, evaluate and share opportunities for innovation and improvement
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

### **Professional development**

- To participate in and provide training and development activities as necessary to ensure up to date knowledge and skills.
- Have professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out professional duties and responsibilities

### **Safeguarding**

- Work in line with statutory safeguarding guidance (eg Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary.
- Promote the safeguarding for all pupils in the school

<b>Generic Responsibilities:</b>	<p>To carry out all responsibilities with regard to the Council's Equalities Policy and Procedures and Customer Care Policy.</p> <p>To comply with all Health &amp; Safety at work requirements as laid down by the employer.</p> <p>The council is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.</p>
<b>Flexibility Clause:</b>	<p>Other duties and responsibilities express and implied which arise from the nature and character of the post within the department (or section) mentioned above or in a comparable post in any of the Organisation's other sections or departments.</p>
<b>Variation Clause:</b>	<p>This is a description of the job as it is constituted at the date shown. It is the practice of this Authority to periodically examine job descriptions, update them, and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the appropriate manager in consultation with the postholder.</p> <p>In these circumstances it will be the aim to reach agreement on reasonable</p>

	changes, but if agreement is not possible the Head of Service reserves the right to make changes to your job description following consultation.
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**DATE: May 2024**

**COMPLETED BY:** Rita Malton

## Person Specification

<b>Job title:</b>	Teacher	<b>Directorate:</b>	Children & Young People Services
<b>Grade:</b>	MPS/UPS	<b>Service / Team:</b>	Clare Lodge
<b>Date:</b>	Ma7 2025	<b>Completed by:</b>	Rita Malton

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Detailed knowledge of two or more specified curriculum areas.</li> <li>Knowledge of the current National Curriculum requirements</li> <li>Ability to assess learning needs of young people.</li> <li>Ability to develop schemes of work and individual programmes of study</li> <li>Knowledge of the Ofsted Framework for Education</li> <li>Knowledge and experience of working with challenging and demanding pupils</li> </ul>	
<b>SKILLS &amp; ABILITIES</b>	<ul style="list-style-type: none"> <li>IT skills particularly in MS Office Word, Excel and database programmes,</li> <li>Excellent interpersonal and communication skills</li> <li>Ability to listen actively, ask questions, clarify points and check understanding</li> <li>Ability to deal positively and objectively with challenging pupils and display skills of patience, understanding and tolerance</li> <li>Ability to work collaboratively as part of a team</li> <li>Able to work using own initiative and adhere to strict timescales</li> </ul>	

	<ul style="list-style-type: none"> <li>• Able to develop and maintain administrative systems and databases</li> <li>• Effective facilitator of teaching pupils with a wide spectrum learning styles and educational needs</li> <li>• Able to manage self and work under pressure</li> <li>• Negotiating and advocacy skills</li> <li>• Awareness of and commitment to respect and observe the sensitive and confidential nature of information relating to pupils</li> </ul>	
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Experience of teaching and supervising pupils in formal and informal contexts on a one to one and group basis</li> <li>• Experience of working with pupils in conflict and in crisis situations</li> <li>• Experience of working with external agencies in relation to pupil support</li> <li>• Experience of working with young people with a range of special education needs and with a range of abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with a mixed aged group.</li> </ul>
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• 5 GCSE Grade C or equivalent inc. English and mathematics</li> <li>• Qualified Teacher Status or QTLS status</li> </ul>	<ul style="list-style-type: none"> <li>• SEN Qualification</li> </ul>
<b>PERSONAL CIRCUMSTANCES</b>	<ul style="list-style-type: none"> <li>• Commitment to own personal development and learning</li> <li>• Willingness to actively participate in training and development activities to ensure up to date knowledge, skills and continuous professional development.</li> <li>• Physical fitness to undertake CALM training (Crisis and Limitation Management)</li> </ul>	<ul style="list-style-type: none"> <li>• Current Driving Licence</li> </ul>
<b>EQUALITY</b>	Candidates must demonstrate understanding of, acceptance and commitment to the principals underlying equal opportunities. (A & I)	
<b>CUSTOMER CARE</b>	Knowledge and understanding of effective customer care (A & I)	

*[ At the end of each criteria the following codes are used to indicate how the criteria will be assessed:  
(AI) Application / Interview, (P) Presentation, (W) Written Test.]*