



## JOB PROFILE

**Job title:** Teacher  
**Responsible to:** Principal  
**Salary / Grade:** M1-UPS3 plus 1 SEN point

**Working hours / weeks:** 32.5 hours/52.14 weeks

- Core purpose**
- Planning, preparing and implementing learning activities so that children and young people enjoy learning, achieve their full potential and experience a sense of wellbeing.
  - Creating a positive learning environment as set out in the school's 'Positive Behaviour for Learning Manifesto'.
  - Leading a class team to provide outstanding teaching and learning for all children and young people.
  - Assessing, recording and reporting progress for children and young people within the class.
  - Preparing for and contributing to Person Centred Reviews.
  - Working in partnership with parents, colleagues and other professionals to achieve the best possible outcomes for children and young people.

### Corporate responsibilities:

- To ensure that the responsibilities of the role are carried out in a way that reflects the vision and values of the Trust.
- To be aware of and observe all policies, procedures, working practices and regulations, and in particular to comply with policies relating to Safeguarding, Equal Opportunities, Health and Safety, Confidentiality, Data Protection and Financial Regulations, reporting any concerns to an appropriate person.
- To uphold our commitment to safeguarding and to promote the wellbeing of children.
- To contribute to a culture of continuous improvement.
- To comply with all reasonable management requests.

### Key responsibilities:

#### Teaching and Learning

- Plan and implement appropriate teaching and learning activities to address challenging learning objectives in all areas of the curriculum, appropriately differentiated to meet the needs of all children and young people in the class;

Work within the Trust's Positive Behaviour Policy to improve the quality of children and young people's lives, to establish appropriate behaviour for learning and to help them work with other people;



- Support children and young people to experience positive wellbeing through appropriate learning and leisure activities and by creating a supportive ethos within the class;
- Establish productive working relationships with children and young people, acting as a role model and setting high expectations;
- Direct and support other members of the team so that they develop and use their skills to provide a rich curriculum and a positive learning experience for all children and young people in the class;
- Support and oversee inclusion for children and young people through experiences in other schools, colleges and work experience schemes;
- Plan and lead educational visits, including residential visits, as appropriate to the needs and interests of the children and young people in the class;
- Work with other members of the team to create classroom and corridor displays which celebrate progress and support learning.

#### **Assessment, Target Setting and Recording Progress**

- Provide feedback to children and young people in relation to progress and achievement and support them, where they can, to assess their own learning;
- Maintain objective and accurate records and reports on achievement, progress and other matters, collating appropriate evidence and entering data into the school systems;
- Prepare for Person Centred Reviews and contribute to them so that achievements are celebrated and key issues discussed.

#### **Partnership Working**

- Support the role of parents in learning by sharing information with them in meetings or through written communication and by taking account of their views in planning and teaching;
- Liaise with other professionals to design and implement learning programmes for individuals and to ensure a rich and varied curriculum;
- Make referrals to other professionals where appropriate, in discussion with the Head of School;
- Represent the school at external meetings as requested by the Principal.

#### **Personal Development and School Improvement**

- Take an active part in training and other development opportunities and apply what is learnt to improve teaching and learning;
- Participate in the Trust's Appraisal process;





- Contribute to training and development for colleagues, including supporting members of the team;
- Take responsibility within a named area of the curriculum as directed by the Principal – for example co-ordinating resources, identifying training opportunities or planning enrichment activities within the named area;
- Contribute to focus groups and other means of reviewing and improving the curriculum;
- Attend meetings called by the school.

### Notes:

This document is an overview of the role. The responsibilities will include but will not be limited to those listed above and it is anticipated that the role will evolve over time and as such the duties may change.

This document does not form part of the contract of employment.

This post will have contact with children and young adults and as such a satisfactory disclosure from the Disclosure and Barring Service (DBS) is required as a condition of employment.

**Flourish Learning Trust is uncompromising in its commitment to safeguarding children and young people.**

**The Trust is committed to promoting a diverse and inclusive community - a place where we can all be ourselves and succeed on merit, ensuring best practice in our recruitment process is essential to our commitment.**





## PERSON SPECIFICATION

<b>Role: Teacher</b>	<b>E/D</b>	<b>A</b>	<b>I</b>
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### Qualifications & Training

<b>1</b>	Honours degree and QTS	E		
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### Experience

<b>2</b>	Evidence of understanding of key issues within SEN	E		
<b>3</b>	Evidence of continuous professional development	E		
<b>4</b>	Evidence of professional development in issues related to SEN	D		
<b>5</b>	Experience of leading a class team	D		
<b>6</b>	Experience of working with other professionals	D		

### Knowledge & Understanding

<b>7</b>	Knowledge of safeguarding and child protection	E		
<b>8</b>	Knowledge of positive approaches to managing behaviour	E		
<b>9</b>	Knowledge of the SEN code of practice	D		
<b>10</b>	Knowledge of approaches to SEN	D		
<b>11</b>	Good subject and curriculum knowledge, including an understanding of issues for pupils and young people with SEN	D		

### Skills & Abilities

<b>12</b>	Effective communication skills in writing and speech.	E		
<b>13</b>	Emotionally resilient.	E		
<b>14</b>	Able to work to a deadline.	E		

### Personal Attributes

<b>15</b>	Excellent relationships with colleagues.	E	✓	✓
<b>16</b>	Commitment to continued professional development.	E	✓	✓





**Other**

<b>17</b>	Willingness to teach outside current age/stage/Curriculum.	E		
<b>18</b>	Commitment to the positive behaviour manifesto.	E		
<b>19</b>	Commitment to excellence.	E		
<b>20</b>	A commitment to uphold and promote equality, diversity and inclusion.	E	✓	✓
<b>21</b>	An absolute commitment to all aspects of safeguarding as relevant to the post.	E	✓	✓
<b>22</b>	A commitment to achieving the best possible opportunities for children and young people with SEN.	E	✓	✓

**Key:**

<b>E</b>	Essential
<b>D</b>	Desirable
<b>A</b>	Assessed by Application Form
<b>I</b>	Assessed by Interview

**Date:** 22<sup>nd</sup> May 2024

