

Post: Teacher (Core Subject & PSHE)

Location: Kensington and Chelsea Education Centre (KCEC),
221 Walmer Road W11 4EY

Salary: M1- UPS3 (£36,745 - £56,959 per annum)

Status: Permanent

Responsible to: Lead Teacher

Setting

Managed Intervention Centres are part of OATs Alternative Provision Academies in London. MICs offer a managed intervention programme for students from mainstream secondary schools, with placements of up to five weeks. These placements support students whose behaviour in school continues to cause concern after having exhausted the school's internal interventions. The intervention aims to support learners in addressing negative patterns of behaviour in order to return to their mainstream schools. This includes our bespoke RSHE programme aimed at addressing and removing barriers to learning to improve students' chances of success upon their return.

Responsible for

To be an effective teaching professional who can take responsibility for the education and welfare of students in accordance with the teachers' standards. In all aspects of the post, you must seek to actively promote the educational aims and ethos of the school. You need to be able to teach one or two core subjects, and support planning & delivery of PSHE lessons.

The duties outlined in this job may be modified by the Principal with your agreement, to reflect or anticipate changes in the job and needs of the school.

Main duties and responsibilities

- To carry out the professional duties and legal requirements as specified in the TTA's National standards for a main grade teacher.
- To play a full role in implementing OATs agreed learning and behaviour policies, taking responsibility for students' learning and behaviour both in and outside of the classroom.
- To take responsibility for planning and implementing appropriate work programmes for a specific curriculum within the framework of national and school policies.
- To take responsibility for agreed areas in the school to support student progress and development and ensure the efficient implementation of relevant policies and procedures.

- To contribute to the assessment of learners needs, individual educational plans and reviews, working with parents, schools and other professionals to implement educational programmes and facilitate reintegration.
- To keep full and detailed records, in line with the agreed practice in OAT Trust.
- To participate in regular staff meetings, school and whole service meetings as required.
- To undertake continued professional development and maintain an understanding and awareness of developments in relating to working with students presenting social, emotional, behavioural and/or learning difficulties as well as in curriculum development.
- To take part in OAT Trust's performance management cycle.
- To integrate the OAT's policy on equal opportunities into all aspects of the work.
- To take reasonable care for his/her own health and safety and any other person(s) who may be affected by his/her acts or omissions at work, in accordance with the Health & Safety legislation.
- To promote the protection and safeguarding of students through the active implementation of relevant school policies and procedures with particular reference to: child protection policy, behaviour policy and the staff code of conduct, and to raise any concerns relating to such procedures which may be noted during the course of duty.

Undertake other responsibilities as directed by the Lead Teacher or Principal

DBS

- An Enhanced Disclosure and Barring check will be a requirement of the post

Person Specification

Attributes tested by Application, Interview, Task and References	
Qualifications & Experience	Essential E/ Desirable D
<p><u>Qualifications</u> Qualified Teacher Status</p>	D
<p><u>Experience /Knowledge & Understanding</u> A proven track record of 3 years successful class teaching in mixed ability classes in a secondary school</p>	E
A proven track record of raising the attainment and achievement of pupils who have challenging behaviours	E
Recent experience of teaching in a multi-cultural, inner-city school environment	E
Proven success at leading, managing and teaching a specific curriculum/learning area in a school setting	E
Proven success at leading and managing an area of school development	E
Proven success at devising personalised learning outcomes for pupils on a lesson-by-lesson basis	D
Good understanding of current theory and practice of best practice in teaching and learning, particularly as it relates to achieving high rates of progress for children with challenging behaviours	E
Good subject knowledge of a core National Curriculum subject and sound knowledge of other subjects	E
Good understanding or interest in the PSHE curriculum, including safeguarding, health & well-being, SRE, and applying policy updates when necessary	E
Understanding of effective strategies for maintaining high standards of behaviour as it relates to achieving high rates of progress for children with challenging behaviours	E
Good understanding of safeguarding and equality of opportunity issues and how they can be addressed in schools.	E
Skills/Abilities/Attributes	Essential E/ Desirable D
<p>To demonstrate the skills of a good teacher, including the ability to:</p> <ul style="list-style-type: none"> • Interest, encourage, motivate and engage students • Provide appropriate levels of challenge, so that pupils make good progress through measurable outcomes • Use methods and resources that enable all pupils to learn effectively • Use assessment information effectively to plan next steps in students' learning • Make effective use of time • Secure high standards of behaviour • Make effective use of teaching assistants and other support • Enable pupils to acquire new knowledge and skills; • Enable pupils to develop the skills to work independently and collaboratively • Enable pupils to develop self esteem and respect for others • Create a well organised, stimulating learning environment • Demonstrate a commitment to the protection and safeguarding of children and young people. 	E

Attributes tested by Application, Interview, Task and References	
Qualifications & Experience	Essential E/ Desirable D
The ability to make a significant contribution to a school ethos that promotes high achievement.	E
A commitment to raising achievement and standards throughout the school.	E
The ability to work well as part of a small staff team, and with staff from other schools	E
The ability to work as part of a multi- agency team in planning and implementing the curriculum and meeting pastoral needs	E
The ability to work within the framework of national and whole school policies to ensure consistency of practice.	E
The ability to relate to and communicate effectively with parents and carers and to encourage their active participation in the educational process.	E
An ability to use ICT effectively	E
A commitment to further your own professional development and to the principle of continuous improvement.	E