



Job Description/Person Specification
Unqualified Classroom Teacher

Job Description

Job Title:	Unqualified Classroom Teacher
Pay Grade / Scale / Range:	UQS
Benefits and Perks:	Occupational Pension Scheme, Occupational Sickness Scheme, TOIL scheme during term time, Health Care scheme
Working hours:	1265 working hours as directed during the school year
Location:	Initially based at Thomas Ashton School (all sites) but all staff are required to work across the MAT if needed
Special circumstances:	Some out-of-hours working required at busy times.
Staff responsible to:	Headteacher
Staff responsible for:	Support staff
Accountable to:	Chief Executive Officer
Probationary period:	Statutory induction if applicable

Job Purpose:

To deliver high-quality teaching to pupils with Social, Emotional and Mental Health (SEMH) needs, while holding a whole-school responsibility for developing, leading and embedding nurture provision, with an initial focus on establishing nurture approaches and structures within the primary phase.

To ensure all pupils achieve high standards of learning and well-being and to provide high quality education and care in any area of the school which meets the requirements of the below statutory documents:

1. Professional Standards for Teachers (as set out below)
2. The Conditions of Employment for Teachers as defined in the current School Teachers Pay and Conditions Document

Main Responsibilities:

Classroom Teacher Responsibilities:

- Plan and deliver engaging, well-sequenced lessons meeting academic, social and emotional needs
- Create a safe, predictable and nurturing classroom environment
- Adapt teaching for pupils with SEMH, SEND and attachment needs
- Use assessment to inform planning and track progress
- Work collaboratively with support staff
- Build strong, trusting relationships with pupils
- Communicate effectively with parents/carers and professionals
- Contribute to safeguarding and pastoral systems

Safeguarding:

- Promote and safeguard the welfare of children at all times

Standard Duties:

- To actively promote the equalities and diversity agenda in the workplace and in service delivery
- To be familiar with customer care and health and safety policies of the New Bridge Group
- To participate in self-improvement in performance through workplace development
- To undertake any additional duties commensurate with the grade of the post

Special Conditions:

An Enhanced Disclosure and Barring Service (DBS) check is required for this post
Cross site working could be required and so own transport is essential

Contacts:

Pupils, parents, staff, governors, visitors to the school, professionals from outside agencies, teachers from other schools.

Person Specification

PLEASE NOTE: The emboldened criteria below will be used to shortlist. Only those applicants who demonstrate that they meet those criteria to the satisfaction of the Selection Panel will be invited to interview. Conclusive evidence should therefore be provided against each criterion.

Any candidate with a disability who meets the essential criteria will be guaranteed an interview.

	Selection Criteria	How Assessed
Education and Qualifications	<p>Substantial experience working as an unqualified teacher</p> <p>Evidence of continuing professional development</p> <p>A Degree in the appropriate curriculum area</p> <p>Appropriate professional training or networking further to basic teaching qualification</p> <p>Evidence of further training in Nurture principles or willingness to do so</p>	Application form and Certificates
Knowledge and Experience	<p>Experience of working with, and understanding, the main challenges for young people with SEMH and moderate learning difficulties</p> <p>Knowledge of nurture and trauma-informed practice</p> <p>Experience of effectively using ICT to support learning</p> <p>Experience of contributing to EHCP reviews, updating EHCP targets and providing opportunities for children and young people to meet their targets.</p> <p>Experience of preparing feedback on achievement and progress through written reports/parents evening</p> <p>Knowledge and experience of appropriate assessment tools to monitor and track progress and use data to inform next steps</p> <p>Experience of implementing strategies used to establish consistently high expectations and standards for learning engagement and positive behaviour</p> <p>Knowledge and/or experience of how school improvement actions impact on the quality of teaching and learning within the classroom</p>	Application form/ Interview / observation

	Selection Criteria	How Assessed
Skills and Abilities	<p>Able to prioritise tasks, meet deadlines and work under pressure.</p> <p>Maintain confidentiality and professional boundaries</p> <p>Build positive relationships with children, young people, families and staff</p> <p>Manage a range of pupil behaviours with a calm, consistent approach</p> <p>Promotes a positive ethos and contributes to a supportive school environment</p> <p>Evidence of good or outstanding classroom practice</p> <p>Skilled in assessing needs and teaching mixed-ability groups</p> <p>Provides effective differentiation to support progress</p> <p>Creative, engaging and innovative teaching style</p> <p>Uses a range of strategies and ICT to enhance learning</p> <p>Strong communication, planning and organisational skills</p> <p>Works collaboratively and can direct Teaching Assistants</p> <p>Strong understanding of child development, attachment and SEMH needs</p> <p>Builds trusting, nurturing relationships with pupils who may have experienced trauma</p> <p>Uses trauma informed and restorative behaviour approaches-informed and restorative behaviour approaches</p> <p>High emotional intelligence, empathy and resilience</p> <p>Able to plan and deliver tailored learning for individuals and small groups</p> <p>Confident in assessing academic, social and emotional progress</p> <p>Maintains consistent routines and boundaries</p> <p>Works effectively within a multidisciplinary team</p> <p>Accurate record-keeping and contribution to reviews (IEPs, EHCPs)</p> <p>Committed to safeguarding and professional standards</p>	Interview / lesson observation
	Selection Criteria	How Assessed
Safeguarding	<p>Knowledge of Safeguarding and Child Protection expectations</p> <p>Knowledge and understanding of strategies for inclusion and equal opportunities</p> <p>Knowledge of Health and Safety expectations affecting children and adults across the school</p>	Interview

Work Circumstances	<p>The ability to secure an effective work/life balance but with an expectation that aspects of this role will involve occasional working in the evening and at weekends</p> <p>Own transport to facilitate cross-site working if required</p>	Interview
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