



Job Description & Person Specification ICT Class Teacher (SEMH)

Job Description

Job Title:	ICT Class Teacher - SEMH
Pay Grade / Scale / Range:	Teacher's Pay Range (The New Bridge Group recognises the portability of Teachers' salaries) Plus, SEN allowance
Benefits & Perks:	Occupational sickness scheme, Teachers' Pension Scheme, Health Benefit Scheme, up to 5 days TOIL during term time
Working hours:	Standard teachers' terms and conditions
Location:	Based at a site within the New Bridge Group – initially at Spring Brook Upper School
Special circumstances:	Some out-of-hours working required at busy times.
Staff responsible to:	Head of School
Staff responsible for:	Class support staff
Accountable to:	Chief Executive Officer
Probationary period:	Statutory Induction if applicable

New Bridge MAT

ICT Class Teacher

SEMH

Salary – Teachers' Pay Scale + SEN Allowance

Job Purpose:

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

Teachers' Standards

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
 - Establish a safe and stimulating environment for pupils, rooted in mutual respect
 - Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
2. Promote good progress and outcomes by pupils
 - Be accountable for pupils' attainment, progress and outcomes
 - Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - Guide pupils to reflect on progress they have made and their emerging needs
 - Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - Encourage pupils to take a responsible and conscientious attitude to their own work and study
3. Demonstrate good subject and curriculum knowledge
 - Have a secure knowledge of the relevant subjects(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings
 - Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
 - If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
4. Plan and teach well-structured lessons
 - Impart knowledge and develop understanding through effective use of lesson time
 - Promote a love of learning and children's intellectual curiosity

- Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
 - Reflect systematically on the effectiveness of lessons and approaches to teaching
 - Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
5. Adapt teaching to respond to the strengths and needs of all pupils
 - Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 - Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - Demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils' education at different stages of development
 - Have a clear understanding of the needs of all pupils, including those with special educational needs; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
 6. Make accurate and productive use of assessment
 - Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
 - Make use of formative and summative assessment to secure pupils' progress
 - Use relevant data to monitor progress, set targets and plan subsequent lessons
 - Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
 7. Manage behaviour effectively to ensure a good and safe learning environment
 - Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
 - Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
 - Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
 8. Fulfil wider professional responsibilities
 - Make a positive contribution to the wider life and ethos of the school
 - Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - Deploy staff effectively
 - Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
 - Communicate effectively with parents with regard to pupils' achievements and well being

Part two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's profession
 - Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions
 - Showing tolerance of and respect for the rights of others
 - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Contacts:

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

Accountable to: Head of School

Special Conditions:

An Enhanced Disclosure and Barring Service (DBS) check is required for this post

PERSON SPECIFICATION

PLEASE NOTE: Governors/Directors will use the criteria below **(those emboldened)** to shortlist. Only those applicants who demonstrate that they meet those criteria (to the Trustees/ Governors/Directors satisfaction) will be invited to interview.

	Selection Criteria Essential	How Assessed
Education & Qualifications	Qualified teacher status	AF// Certificates
	Evidence of continuing professional development	AF/I
Knowledge and Experience	Previous experience of planning and delivering ICT learning activities in an SEHM setting	AF/I
	Experience of working with children and young people in an educational setting to overcome barriers to their personal, social or learning development.	AF/I
	Knowledge and understanding of students with social, emotional and mental health difficulties	AF/I
	Experience of developing options and alternatives that will support children and young people to engage in the learning process	AF/I
	Experience of managing challenging behaviour	AF/I
	Experience of current assessment practice and the use of data and pupil progress tracking to ensure that all groups of learners achieve	AF/I
	Experience of implementing strategies used to establish consistently high aspirations in standards of learning engagement and positive pupil behaviour	AF/I
	Knowledge and/or experience of how school improvement actions impact on the quality of teaching and learning within the classroom	AF/I
	Knowledge of current national educational issues	AF/I

Skills & Abilities	Able to provide evidence of good or outstanding teaching	AF/I
	The emotional and physical resilience necessary when working with disaffected and challenging young people with a range of complex needs	AF/I
	A genuine appreciation of the potential barriers to a pupils' learning, and sensitivity towards their circumstances and life experiences	AF/I
	To have high expectations of young people, and a commitment to raising standards of attainment to ensure that they can achieve their full educational potential.	AF/I
	To be able to build positive relationships with the class group, ensuring consistency and continuity on a daily basis.	AF/I
	Able to assess pupils' learning needs and to teach mixed ability pupils within the same class/cohort/group and provide differentiated work to accelerate their progress.	AF/I
	Able to demonstrate high quality, creative and innovative classroom practice to engage, motivate and inspire pupils	AF/I
	Able to promote learning and enhance skills beyond the curriculum and the classroom	AF/I
	Able to use effectively a variety of teaching and learning styles to enhance teaching, including a wide range of ICT resources	AF/I
	Able to communicate clearly, accurately and effectively both orally and in writing with children, parents, colleagues, external agencies and Trustees as appropriate	AF/I
Have appropriate planning and organisational skills to support teaching, learning, assessment and recording requirements	AF/I	
Able to work cooperatively as a team member and to direct the work of Teaching Assistants to effectively support children's learning	AF/I	

Safeguarding	Knowledge of Safeguarding and Child Protection expectations	AF/I
	Knowledge and understanding of strategies for inclusion and equal opportunities	AF/I
	Knowledge of Health and Safety expectations affecting children and adults across the school	AF/I
Work circumstances	To work flexibly as the workload and needs of the students demand	I
	To travel and work at other site within the New Bridge Group as may be required	I
	Occasional out of hours working to support school functions	I

Abbreviations: AF = Application Form; I = Interview.

Any candidate with a disability who meets the essential criteria will be invited to interview