**Job Description and Person Specification**

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| **Job Title:** | **Teacher** |
| **Responsible to:** | **Headteacher** |
| **Location:** |  |
| **Salary:** |  |
| **Hours:** | **37.5 (Full Time) Part time applications considered** |

**Horizon Care and Education provides a high-quality residential care and educational experiences for young people across the UK. The homes and schools meet the needs of young people with a range of needs including attachment and trauma histories, Social, Emotional, and Mental Health (SEMH) needs, speech, language and communication difficulties, and neurodiversity.**

**Working alongside other members of the school team the teacher will:**

* **Fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Conditions Document,**
* **Meet the expectations set out in the Teachers’ Standards,**
* **Ensure high quality learning and pastoral support of all students.**

**Main Duties**

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| Teaching |
| Plan and teach well-structured lessons to assigned classes, contributing to and developing 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 |
| Adapt teaching to respond to the strengths and needs of pupils |
| Set high expectations which inspire, motivate and challenge pupils |
| Promote excellent progress and outcomes by pupils |
| Demonstrate excellent subject and curriculum knowledge |
| Demonstrate their quality of teaching is ‘Effective’ to ‘Highly Effective’ |
| Participate in arrangements for preparing pupils for external tests |

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| Whole-school organisation, strategy and development |
| Make a positive contribution to the wider life and ethos of the school |
| Work with others on curriculum and pupil development to secure co-ordinated outcomes |
| Provide cover, in the unforeseen circumstance that another teacher is unable to teach |
| Provide pastoral care as required and being aware of mental health and wellbeing needs |

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| Health, Safety and Discipline |
| Promote the safety and wellbeing of pupils |
| Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment |

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| Professional Development |
| Take part in the school’s appraisal procedures |
| Take part in further training and development in order to improve own teaching |
| Take part in the appraisal and professional development of others, where appropriate. |

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| Communication |
| Communicate effectively with pupils. Parents and Carers |

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| Working with colleagues and other relevant professionals |
| Collaborate and work with colleagues and other relevant professionals within and beyond the school |
| Develop effective professional relationships with colleagues |

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| Personal and Professional Conduct |
| Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school |
| Have proper and 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 their professional duties and responsibilities |

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| Management of staff and resources |
| Direct and supervise support staff assigned, and where appropriate, other teachers |
| Contribute to the recruitment and professional development of other teachers and support staff |
| Deploy delegated resources effectively |

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| Safeguarding |
| Work in line with statutory safeguarding guidance (e.g. 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 of all pupils in the school |

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| Additional areas of responsibility for experienced teachers |
| Contribute significantly to the development, implementation and evaluation of the school’s policies, practices and procedures, so as to support the school’s vision and values |
| Have extensive knowledge of their curriculum areas, related pedagogy and assessment |
| Provide a critical role in the life of the organization |
| Be a role model for teaching and learning |
| Make a distinctive contribution to the raising of pupil standards |
| Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’ learning |
| Lead on an area of school improvement agreed with the Headteacher. |
| Provide advice, coaching and mentoring to other teachers in order to help them develop and meet the relevant standards |

**To meet the needs of our young people, staff may occasionally need to resort to physical interventions. Mandatory training in physical intervention is provided, ensuring staff adhere to taught and regulated techniques. Physical intervention should only be employed as a last resort after exhausting other techniques, except in situations where there is an immediate risk of significant harm to oneself or others.**

**Person Specification and Assessment Framework**

Our values and behavioural expectations are embedded within all of our roles. Applicants must evidence their values and ability to meet our desired personal qualities throughout the recruitment process. Applicants will be held accountable to these throughout employment and measured against them within the probationary period prior to a full suitability decision being made and applicants being confirmed into post.

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| Values | Essential or Desirable | Application or Interview |
| Compassionate- We listen, care and support with sincerity, empathy, and kindness | E | A/I |
| Inspiring – We promote a culture which is high in expectation, enabling our young people and colleagues to achieve their potential | E | A/I |
| Dependable – We are reliable and trustworthy, creating safe environments where young people can flourish and colleagues can grow, and we always keep our word. | E | A/I |
| Collaborative- We value our partnerships and work together to create innovative and sustainable solutions for young people. | E | A/I |
| Personal Qualities | Essential or Desirable | Application or Interview |
| Resilience, the ability to work under pressure and be able to meet deadlines | E | A/I |
| Proven ability to prioritise workloads | E | A/I |
| Ability to work effectively and supportively within the academy team | E | A/I |
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| Knowledge and Skills | Essential or Desirable | Application or Interview |
| Professional knowledge of what constitutes high quality and standards in teaching and learning | E | A/I |
| Professional understanding of inclusion and strategies for engaging all learners | E | A/I |
| Professional understanding of safeguarding within a school setting | E | A/I |
| Ability to write reports, keep accurate records and communicate effectively | E | A/I |
| Effective organisational skills | E | A/I |
| Ability to work well with a range of audiences, including parents/carers and other professionals | E | A/I |
| Ability to use a positive approach to promote learning and excellent behaviour | E | A/I |
| Confident and competent in the use of ICT | E | A/I |
| Understanding of curriculum and assessment of pupil progress | E | A/I |
| Understanding of cross-curricular teaching | E | A |
| Understand procedures and legislation relating to confidentiality | E | A/I |
| Education, Training, Qualifications and Registration  Evidence of essential qualification will be required at application phase | Essential or Desirable | Application or Interview |
| Qualified Teacher Status | E | A |
| Evidence of continuous professional development | D | A |
| Full UK Driving Licence and use of your own vehicle. | D | A |
| Willingness to undertake any training or qualifications as deemed necessary by the organisation. | E | A/I |
| Experience | Essential or Desirable | Application or Interview |
| Proven ability as an excellent Classroom Teacher | E | A |
| Proven record of effective subject leadership | D | A |

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| General |
| **Job Title: Teacher**  **Salary/Rate:** TBC   * Term time only (full time role negotiable for right applicant). Pro rata salary to be adjusted accordingly. * Employee Assistance Programme * Professional support network * Initial induction and ongoing CPD opportunities * Field based, working within school/s as agreed during interview process |

**The above is not meant to be an exhaustive list but a summary of the important elements of the role.**

**Additional Information**

It is the nature of the work of Horizon Care & Education that tasks and responsibilities are, in many circumstances unpredictable and varied. All employees are therefore, expected to work in a flexible way when the occasion arises so that tasks which are not specifically covered in the job description have to be undertaken. These additional duties will normally be to cover unforeseen circumstances or changes in work. If the additional responsibility or task becomes a regular of frequent part of the member of staff’s job, it will be included in the job description in consultation with the member of staff.

**Horizon Care and Education is committed to quality, equality, and valuing diversity.**