

## Job Description

Job Title:	<b>Teacher – Core Subject</b>
Responsible to:	Headteacher and Deputy Head
Location:	Golfa Hall, Welshpool
Job Type:	Permanent Full Time
Salary:	£21,767 - 31,557

### **JOB SPECIFICATION:**

#### **JOB PURPOSE:**

To ensure the educational needs of all young people in Amberleigh are met by providing a consistent and efficient service congruent with the organisation's aim, objectives, and philosophy. Specifically for this role – to attend to the educational needs of our young people within the Therapeutic Community context.

#### **KEY ACTIONS:**

1. Are to ensure that the young people are treated with concern, respect, and integrity.
2. To ensure Amberleigh provides direct services, working to the fulfilment of programme aims, objectives, and therapeutic goals.
3. To establish external relationships, networks, and partnerships that increases the effectiveness of Amberleigh.
4. To maintain a positive profile of Amberleigh.
5. To contribute to the overall effectiveness of Amberleigh by non-oppressive, positive role modelling.
6. Contribute to the achievement of standards of excellence in care practice.

#### **KEY ACTIVITIES:**

1. To ensure that the young people whom you teach are supervised as specified in their Personal Plans (taking account of EHCP, God Lives Model and Risk Assessment)
2. To assess, identify and evaluate the ongoing educational needs of the young people and contribute to the production of integrated plans and programmes developed to meet those needs.
3. Observe statutory and Company policy.
4. To ensure that all relevant information is obtained, collated and filed. Records must be kept up to date and accessible.

5. To prepare educational reports and assessments as required.
6. Contribute to your own professional development by keeping abreast of national developments in childcare and educational policies and practice.
7. To participate in training as required.
8. Contribute to regular personal supervision.
9. Manage delegated finances appropriately and responsibly, ensuring accurate receipts are submitted.
10. Provide education in a variety of different environments according to the needs of the young person.
11. To design and implement creative, flexible, and stimulating learning programmes for young people within the ability range and specialism offered.
12. To design and submit lesson plans and schemes of work for the educational experiences you provide or delegate.
13. To forecast required resources needed to deliver an agreed programme of education.
14. To contribute reports for review meetings and attend as required.
15. To work in a one to one or small group setting with classroom support available when necessary.
16. To work with others to ensure the rights and needs of the young people are met.
17. To attend supervision and team meetings as requested.
18. To present young people for national examinations and certification as appropriate.
19. To participate in the administration and organisation of the educational facility.
20. To maintain, with assistance if necessary, good order and discipline among the young people to safeguard their health and safety.
21. To advise and guide young people about their progress and report to their parents, where appropriate, and other bodies that have a statutory function relating to the care of children.
22. To complete any other relevant duties as required and directed by your line manager.

**KEY CHALLENGES:**

- To provide high quality educational services that meet the needs of vulnerable damaged young people.
- To ensure maximum service provision from the efficient use of resources.
- To develop innovative work, learning and creative educational programmes.
- To work effectively in a multi-disciplinary setting (Therapeutic Community)

**PERSON SPECIFICATION:**

1. Hold recognised qualifications and experience commensurate with the area of teaching/intervention practice.
2. A good knowledge of child development issues and the impact of abuse/ ACEs
3. Demonstrably good communication skills
4. Demonstrably good stress management skills.
5. An ability to work independently, under your own initiative.
6. An ability to apply boundaries in a positive manner.
7. An ability to build effective relationships with young people, colleagues and other adults.
8. An ability to demonstrate creative problem solving.
9. The motivation to assist and encourage young people to learn whose previous experiences of education may be negative.
10. We refer additionally to the TC Practitioner Competencies that underpin our working approach. (see final section of this Job Description)

**JOB DESCRIPTION AND DUTIES - TEACHER**

Classroom teachers must work under the reasonable direction of the Head of Education and Education Manager and shall perform, in accordance with any directions that may reasonably be given to them by the Head of Education and Education Manager from time to time, such particular duties as may be reasonably assigned to them. Twelve professional duties are deemed to be included among the professional duties that a teacher may be required to perform. These include teaching, assessing, and reporting, appraisal, review and induction, discipline, health and safety, management, staff meetings, examinations, training and covering for absent colleagues.

As outlined in the School Teachers' Pay and Conditions Document 1999 and as amended from time to time, the following tasks to the post apply. Account must also be given to Amberleigh Policy and Procedures documents; under which you have employee responsibility to conduct your business

**1. Job Description and Teaching/Intervention Responsibilities include:**

- To prepare, plan and teach the agreed curriculum.
- To teach, according to their educational needs, the pupils assigned to you, including the setting and marking of work to be carried out by the pupil in school and out of school.
- To assess, record and report on the development, progress and attainment of pupils.
- To advise and co-operate with the Head of Education and Education Manager and other teachers on the preparation and development of courses of study, teaching

materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

- Participate in meetings at the school, which relate to the curriculum and the administration and organisation of the school.
- To promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to you.
- To provide guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions and making relevant records and reports.
- Communicate and consult with parents/guardians of pupils.
- To participate where necessary in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations; recording and reporting such assessments; and participating in arrangements for pupils' presentation for and supervision during such examinations.
- To build and maintain professional relationships with pupils and staff and act in a professional manner at all times.

## 2. Assessment and Reports:

- To provide or contribute to the oral and written assessments, reports and references relating to individual pupils or groups of pupils, as necessary.
- To make records and reports on the personal and social needs of the pupils, as necessary.
- To undertake agreed assessment procedures in order to attain pupil's knowledge, skills, and abilities including those, which are necessary to determine an appropriate programme of teaching/learning that is appropriate to the pupil's levels of understanding and need.

## 3. Review, Training, and Development:

- Review from time to time your methods of teaching and programmes of work.
- Participate in arrangements for further training and professional development as a teacher.
- Participate in arrangements for the appraisal of your performance and that of other teachers.
- To keep abreast of national and company changes which may effect changes to the educational provision within the company.
- Contribute towards the improvement and development of the education provision given to pupils, both across the whole school and on an individual level.

## 4. Discipline, Health and Safety

- To adhere to the health and safety policy described in the Amberleigh policy and procedures documents and any school specific health and safety policies.

- As far as possible, to maintain good order and discipline among the pupils and to safeguard their health and safety when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- Under the Health & Safety at Work Act 1974, you are responsible for working in accordance with Amberleigh instructions, avoiding any action that might endanger yourself or others. You must observe Amberleigh Health & Safety Policy.
- To undertake training in Team Teach and ensure the ethos of Team Teach underpins all work with pupils, in order to promote their well-being and provide practical guidance to develop their coping mechanisms and management of self.

5. Cover:

- Subject to paragraph 50.9.1 of the School Teachers' Pay and Conditions Document, to supervise and so far as is possible, teach any pupils whose teacher is not available to teach them.

6. Administration and Management:

- To undertake all necessary and reasonable administration and management tasks relating to the curriculum, organisational and pastoral functioning of Amberleigh educational provision, including the reviewing and development of these.
- Contribute, where necessary, towards the selection for appointment and professional development of other teachers and non-teaching staff, including the induction and assessment of new teachers serving induction periods pursuant to the Induction Regulations.
- Contribute to the management or supervision of persons providing support for teachers in the school and the ordering and allocation of equipment and materials.

7. Accountability

- You are accountable to the appropriate line manager for all work undertaken and any work conducted should be within the Policy and Procedures guidelines set out in the Company's Staff Guidance document.

8. Curriculum Responsibilities

- To reflect the principles underlying the school's curriculum framework in preparing, teaching and developing with others (colleagues and care workers where appropriate) aspects of the curriculum, including the national curriculum where necessary.
- Ensure that appropriate assessment strategies are implemented and fully understood, by teachers and external partners.
- To oversee any curriculum area for which you have been delegated responsibility, in consultation with your line manager. This includes; the provision

and evaluation of appropriate resources; consultation with colleagues regarding the implementation of additional resources; ensuring appropriate schemes of work, and teaching/learning programmes (including assessment procedures) are written, reviewed, and revised as appropriate to the needs of the pupils

#### 9. Training Responsibilities

- You are required to attend any of Amberleigh approved training courses when requested and to attain and maintain the level of competence required by the company in the performance of your duties.

#### 10. Pastoral Responsibilities

- This role is embedded within a Therapeutic Community and as such, the use of relationship and the approach to pastoral support is much deeper and enhanced than in other school settings. This is because the 'parents' of the children in that day to day sense are the carers, the school is co-located with the children's home, and as such home, school and therapy are one entity and pastoral support should be considered in this context.
- As a teacher, to undertake delegated responsibilities for the pastoral care of students, ensuring that their records are up to date and dealing promptly to gather any necessary information which may not be immediately available so as to ensure colleagues are aware of the pupil's case history and any plan for the future, including special needs arrangements.

#### 11. Classroom Responsibilities

- As a classroom teacher/Intervention specialist, you will be responsible for the day to day organisation and management of your teaching areas. All pupils should be closely supervised when the use of potentially dangerous equipment is necessary in order to achieve the aims of the planned pupil's programme and any further necessary steps should be undertaken, in line with Team Teach behavioural management techniques, to ensure the teaching area is a safe environment.
- Through their actions, staff must act in accordance with their duty of care to ensure at all times that the safety and welfare of pupils is accorded the highest priority. In this and other ways, staff should always maintain standards of conduct, which sustain their professional standing, and that of the school.

		COMPETENCY HEADING	DEFINITION – The TC Practitioner tries to...
<b>Role related Competencies</b>	1	Understanding of role	<ul style="list-style-type: none"> <li>- Better understand the boundaries of their role, the place this has within the wider organisation and the outcomes it is designed to achieve</li> </ul>
	2	Understanding of client group	<ul style="list-style-type: none"> <li>- Provide responses of understanding to the particularity of the client within the context of the community</li> <li>- Shows developing insight into the clinical issues extent within the client group</li> <li>- Relates to others as human beings not diagnoses/labels</li> </ul>
	3	Clinical observation	<ul style="list-style-type: none"> <li>- Able to accept 'not knowing' and allow time for understanding to emerge</li> <li>- Capacity to observe behaviour / mood / interactions and notice the internal and external dynamics involved</li> <li>- Capacity to formulate a hypothesis</li> </ul>
	4	Capacity to acknowledge and use the boundaries of the TC	<ul style="list-style-type: none"> <li>- Developing awareness and capacity to regulate boundaries</li> <li>- Ability to share authority with all members of the community – 'dispersed authority'</li> <li>- Capacity to own and use their own authority</li> <li>- Recognises the significance of space and time and how therapeutic structures are established</li> <li>- Creative / flexible use of TC structure</li> </ul>
<b>Therapeutic practice -Related Competencies</b>	5	Understanding of TC methodologies	<ul style="list-style-type: none"> <li>- Shows a willingness to learn and engage with 'methods'</li> <li>- Emotionally open within a 'culture of enquiry'</li> <li>- Developing knowledge and understanding of psychodynamic ideas</li> <li>- Desire to acquire both academic and experiential knowledge in a 'living-learning environment'</li> <li>- Desire to be a part of a containing matrix of relationships and use the community to address and solve problems</li> </ul>
	6	Communication skills	<ul style="list-style-type: none"> <li>- Openness to both conscious and unconscious communication and recognises behaviours and affects are communication</li> <li>- Communicates in a clear direct manner and actively listens and engages with others to further their understanding</li> <li>- Can adapt the mode of communication appropriate to the audience</li> <li>- Avoids telling others what to think but provides/creates opportunities for understanding to grow / develop / emerge</li> </ul>
	7	Use of self	<ul style="list-style-type: none"> <li>- Sensitivity - attuned and receptive – can takes things in</li> <li>- Capacity to use one's interactions with others therapeutically</li> <li>- Ability to monitor the thoughts and feelings evoked by others and link these to underlying issues of the client</li> <li>- Genuineness – congruence – authenticity - not hiding behind professional status / role</li> </ul>
	8	Capacity to work both reflectively and using reflexively	<ul style="list-style-type: none"> <li>- Can think about one's one capacities and deficits in relation to the work</li> <li>- Can work by continually being aware of one's responses to others and one's self</li> <li>- Self reflection /awareness – desire to know why one is drawn to this work</li> <li>- Has self-knowledge - able to self-talk – adopt a third position</li> </ul>
	9	Capacity to contain anxiety	<ul style="list-style-type: none"> <li>- Ability to tolerate 'not knowing'</li> <li>- An ability to tolerate stress and recognize personal limits</li> <li>- Can notice and sustain feeling difficult feelings long enough to understand where they derive from and to take appropriate action</li> <li>- Self-contained –can contain their own anxiety</li> <li>- Owns their mistakes</li> <li>- Capacity to retain ones one identity - strength of character</li> </ul>
<b>Organisational-Related Competencies</b>	10	Recognises importance of the environmental setting & external environment	<ul style="list-style-type: none"> <li>- Uses 'daily living' as opportunities for learning – 'opportunity-led work'</li> <li>- Acknowledges the symbolic nature of the environment</li> <li>- Understands 'corrective emotional experience', primary care and therapeutic adaptation</li> <li>- Political / social awareness – can challenge status quo</li> </ul>
	11	Understanding of organisational dynamics	<ul style="list-style-type: none"> <li>- Can understand and acknowledge issues of authority, power, leadership</li> <li>- Can understand the varied reasons for organisational anxiety, the defences which operate to avoid this and one's own role in managing this</li> <li>- Aware of own valancy – the tendency to take up a familiar role in a group context</li> </ul>
	12	Participant observer	<ul style="list-style-type: none"> <li>- Can observe self and others without being compelled to act before reflecting</li> <li>- Can wait, think, talk with others before acting</li> <li>- Capacity to learn from direct experience - capacity to explore and be vulnerable – not defensive / avoidant</li> </ul>
	13	Recognises the primary task	<ul style="list-style-type: none"> <li>- Boundaried – able to acknowledge one's own place in the organizational structure</li> <li>- Clarity about one's role – engages directly in the key tasks defined in their job description</li> </ul>