

JOB DESCRIPTION

Job Title: Teacher
Grade: Main Scale + SEN
Responsible to: Headteacher
Staff Managed: TA's at varying levels

Job Purpose

To create effective learning opportunities for all pupils according to their needs in inspiring and exciting environments in which all pupils can achieve

Job Context:

The Dales School is a school for 2-16 year old children and young people with severe and complex learning needs including physical disabilities and medical conditions. The school has a generic 6th form. The school is a Local Authority Community Maintained school

Place of work is The Dales School in Morton-on-Swale but may also involve working in other places. The Dales School has close working relationships with other educational organisations, stakeholders and in particular parents. The Dales School seeks to actively influence the local, regional and national agenda regarding Learners with Learning Difficulties and/or Disabilities (LLDD). The Dales School seeks to promote greater public understanding of LLDD. An enhanced DBS is required.

ACCOUNTABILITIES / MAIN RESPONSIBILITIES

Strategic	<ul style="list-style-type: none"> Assist the HT and leadership team with the formulation and evaluation of school development plans and whole school self-evaluation. Maintain and develop up-to-date knowledge and understanding of developments locally, nationally and globally in the teaching and learning of children and young people with SEND including emergence of new technology. Be reflective of the highest possible professional standards. Model the school values and vision in everyday work and practice. Make all professional, managerial and organisational decisions based on informed, considered and evidenced-based judgements. Take responsibility for specific areas of school development.
Operational	<ul style="list-style-type: none"> Fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment. Assist the HT in implementing PM procedures including formal reviews and setting of performance objectives with support staff. Attend and actively participate in regular meetings: staff, class and any other meetings as needed.
Learning and Teaching	<ul style="list-style-type: none"> Take responsibility for groups of pupils as their class teacher. Create and deliver appropriate, challenging and motivating medium term planning for students taking into account their respective need for an informal/semi-formal or formal curriculum pathway, including appropriate off site learning opportunities in accordance with MTP. Implement target setting and assessment with appropriate training and support from Leadership and Management Team (LMT). Assist the HT and leadership team in developing the quality of learning and teaching and be an exponent of the skills and standards required according to teachers' standards. Identify and promote clear expectations, set challenging learning intentions to promote achievement and measure and record progress for all pupils for

	<p>whom you are responsible.</p> <ul style="list-style-type: none"> • Be committed to developing the wider curriculum including extended school activities. • Create and implement suitable communication programmes including use of low tech and high tech augmentative communication tools if appropriate with appropriate training and support from speech and language therapists and LMT. • Manage and implement Health Care Plans produced by the School Nurse plans with appropriate training and support from the school nurse and other appropriate health professionals. • Implement feeding development programmes with appropriate training and support from speech and language therapist and other appropriate professionals. • Create and implement behaviour support plans according to the school's agreed behaviour support system with appropriate training and support. • Implement moving and handling programmes according to pupil need with appropriate training and support from the moving and handling HLTA. • Implement postural management and physio programmes according to pupil need with appropriate training and support from physiotherapists and occupational therapists. This will include using MOVE principles. This will also include hydro therapy on site supported by the physiotherapist as required. • Create and implement suitable and dignified personal care routines with appropriate training and support from school nurse and the moving and handling HLTA. • Take responsibility for and implement Riding for the Disabled sessions off site supported by Riding for the Disabled volunteers.
<p>Effective Communication and Engagement with Children, Young People and their Families and Carers</p>	<ul style="list-style-type: none"> • Communicate effectively with all children, young people and families/carers. This may mean use of Makaton and other augmentative communication methods in order to deliver a total communication approach; support and training provided by speech and language therapists and other specialist staff. • Develop and maintain good working relationships with all children, young people and families. • Maintain strict confidentiality and ethics of the details of individuals at the school.
<p>Safeguarding and Promoting the Welfare of Children and Young People</p>	<ul style="list-style-type: none"> • Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with. • Communicate, record and report issues relating to safeguarding in accordance with school procedure.
<p>Supporting Transitions</p>	<ul style="list-style-type: none"> • Be aware of organisational procedures and relevant legal frameworks, as well as appropriate referral routes within The Dales School and to other agencies. • Understand your own role and its limits, and the importance of providing care or support including advocacy for families.
<p>Multi Agency and Collaborative work</p>	<ul style="list-style-type: none"> • Work to promote and develop collaboration between all the partners involved in The Dales School and NYCC to improve the educational provision and progress of children and young people. • Develop and maintain effective relationships with partner institutions and to work closely with them to meet the individual needs of children and young people. • Engage with the school's learning partners. • Attend and collaborate with children/young people and their families and other stakeholders in Annual Reviews and other formal meetings as

	<p>requested by the Headteacher.</p> <ul style="list-style-type: none"> • Contribute to the Education Health and Care Plan process.
Sharing Information	<ul style="list-style-type: none"> • Use systems and data based information handling; bringing together shared information and making good use of available information. • Use clear and appropriate language and communication. • Encourage children and young people to share information. • Attend staff meetings, training days, collaborative and management meetings. • Participate in training and other learning activities and performance development as required and sharing that training across the school or within partnerships.
Integrated Working	<ul style="list-style-type: none"> • Have a commitment to shared values and the common purpose of developing a culture of interagency working; including statutory bodies, third and private sector organisations.
Communications	<ul style="list-style-type: none"> • Demonstrate good written and oral communication skills. • Communicate effectively what others need to know, at all levels, within school as well as with stakeholders. • Always ensure the HT and or leadership team is fully briefed in significant matters. • Communicate professionally in all interactions and consistently uphold the principle of respect for the right to privacy of individuals and dignity for all within the school. • Ensure communications uphold the highest values and contribute towards effective collaboration and best holistic student outcomes.
People Management	<ul style="list-style-type: none"> • Be an effective team member and team leader. • Actively develop, empower and sustain individuals and teams. • Deploy staff appropriately and manage their workload to achieve the vision and goals for the school. • Sustain personal motivation and that of all staff within your team.
Resource Management	<ul style="list-style-type: none"> • With the support of the Leadership and Management Team and your middle leader colleagues forecast, evaluate and manage budget in order to ensure 'best value' and maximum efficiency of school resources.
Systems and Information	<ul style="list-style-type: none"> • Follow all school policies and procedures and contribute to the development and implementation.
Governing Body	<ul style="list-style-type: none"> • Liaise with the governing body as appropriate according to area of responsibility within school.
Data Protection	<ul style="list-style-type: none"> • To comply with the County Council's policies and supporting documentation in relation to Information Governance, including Data Protection, Information Security and Confidentiality.
Health and Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the school's Health and Safety policy and procedure. • Work with colleagues and others to develop and sustain a safe, secure and healthy school environment. • To be aware that working conditions include risk of verbal and physical harm from a minority of pupils who present with challenging behaviour. • To understand the importance of manual handling training and protocols • Ensure safety and dignity for all in aspects of working practice, including support with personal care and medical needs. • Complete appropriate Risk Assessment documentation to support all off site learning opportunities. • Ensure school policies and procedures are adhered to both onsite and when working offsite, eg attending meetings with other agencies and home visits.

Equalities	<ul style="list-style-type: none"> • Support NYCC and the school in their aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities. • Ensure services are developed and delivered in accordance with the aims of the Equality Policy Statement in response to the needs and aspirations of service users.
Flexibility	<ul style="list-style-type: none"> • North Yorkshire County Council and The Dales School provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with The School's and County Council Policies and Procedures.
Customer Service	<ul style="list-style-type: none"> • The County Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect, human rights and working with others to keep vulnerable people safe from abuse and mistreatment. • The County Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.
Date of Issue	September 2018
<p>The Dales School is committed to equality, and to making fair and equitable treatment an integral part of everything we do. We will take action to identify and eliminate all forms of discriminatory practice that act as barriers to achieving this. The Dales School is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment.</p>	

The Dales School Teacher Person Specification

Essential criteria	Desirable criteria
Qualifications & Training	
<ul style="list-style-type: none"> • Qualified Teacher status. • Right to work in the UK. 	<ul style="list-style-type: none"> • Further/continued CPD.
Experience	
<ul style="list-style-type: none"> • Proven ability as an excellent teacher with good classroom management. 	<ul style="list-style-type: none"> • Appropriate experience of working with children or young people with SEND. • Working knowledge of accreditation pathways.
Professional knowledge, understanding & skills	
<ul style="list-style-type: none"> • Demonstrate appropriate and successful relationships with pupils. • Excellent awareness of child protection issues. • Demonstrate effective organisational skills. • Be a confident and competent user of ICT. • Ability to work well with pupils, parents, carers and other professionals. • Have good written and verbal communication skills; ability to communicate and manage effectively and clearly with a range of staff and other professionals. • Knowledge of early developmental learning. 	<ul style="list-style-type: none"> • Willingness to lead in specialist curriculum area. • Full, clean driving licence and willingness to undertake MIDAS training to enable driving of school minibuses.
Learning and teaching	
<ul style="list-style-type: none"> • Demonstrate consistent high quality and standards in learning and teaching. • Plan and implement a holistic approach to learning, taking account of pupils' physical, medical, sensory and emotional needs. • Able to implement a wide range of teaching to meet the learning needs of pupils. • Ability to use positive approach to promote learning and excellent behaviour. • A commitment to cross curricular learning and teaching • Experience of promoting the personal, social, moral, cultural and spiritual development of pupils. • A commitment to adhere to the school's established planning, recording and assessment systems. 	<ul style="list-style-type: none"> • Be familiar with pre-formal, semi-formal and formal curriculum. • Ability to adapt assessment criteria into planning and delivery.
Personal qualities	
<ul style="list-style-type: none"> • Passionate about learning and teaching. • Displays warmth, care and sensitivity in dealing with pupils and families. • Open minded, self-evaluating and adaptable to changing circumstances and ideas. • Ability to enthuse and reflect upon experience. • Willingness to be involved in the wider life of school. • Ability to work flexibly. • Ability to prioritise & keep to deadlines. • Ability to exercise judgement. • Maintain good sense of humour. • A willingness to learn and strive for excellence. • Proactive, resourceful and energetic. 	

<ul style="list-style-type: none"> Ability to manage own emotional resilience. 	
Physical demands	
<ul style="list-style-type: none"> Ability to manage sustained periods of physical activity, involving bending, crouching, lifting, rebound, walking and running eg PE lessons, when meeting pupils' personal care needs, taking part in hydro session, physical interventions with pupils, moving children with physical disabilities, following approved procedures. 	
Other requirements	
<ul style="list-style-type: none"> To be committed to the school's policies and ethos. To be committed in working towards and developing the School's Development Plan. 	
Equal opportunities	
<ul style="list-style-type: none"> To assist in ensuring that NYCC's equalities policies are implemented within the school's working practices in terms of both employment and service delivery. 	