

Teacher	
Salary	MPS/UPS

### Job Description

**Job purpose:**

- To teach pupils within a SEMH setting
- To teach a curriculum to pupils, designed to support transition
- To lead on curriculum delivery in an SEMH setting and undertake necessary pastoral duties
- To develop pedagogy and practice relevant to social and emotional well being

**Key Areas:**

- Provide education for pupils that are within a specialist setting
- To use creative approaches within curriculum development
- To develop learning programmes within your specialist area
- To supervise support staff within the setting
- To liaise with Senior leaders about pupil progress
- To maintain an up to date knowledge of key national curriculum areas linked to the role
- To develop collaboratively curriculum packages and programmes to support pupil needs
- To support pupil reintegration from and back into a mainstream setting
- To assess and track progress (social and academic) of pupils, in line with the academy's policy and procedures

**Duties and Responsibilities:**

- To act as class teacher for a small nurture group
- To provide a safe secure educational setting based on nurture principles
- To teach pupils within the academy as necessary to their needs
- To baseline assess students in cooperation with the SENDCO so as to develop an individual learning plan and specialist Pupil Profile and Positive Handling Plans, to support learning and behaviour for each pupil
- To help develop an ethos that can provide support and education for pupils to help sustain them within education successfully based on the concept of 'unconditional positive regard'
- Collaboratively address deficiencies with any barriers to learning associated with all areas of the national curriculum but with a particular focus upon identified curriculum areas
- To provide relevant documentary evidence for all pupils
- To work with the SEMH Learning Practitioners to facilitate the provision of education to pupils
- To attend any relevant training

The post holder may be required to perform duties other than those given above. These may vary from time to time without changing the general level of responsibility.

### Person Specification

Attributes	Essential	Desirable	Evidence
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>• Teaching within an educational setting (mainstream or special; this can include teacher training placements)</li> <li>• Experience of delivering relevant subject specialism</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working effectively within a multi-disciplinary assessment and/or support context for disaffected young people</li> <li>• Experience of teaching SEMH/challenging/anxious pupils.</li> </ul>	<p>Interview</p> <p>Application</p>



		<ul style="list-style-type: none"> <li>• Experience of developing, implementing, monitoring and reviewing learning and behaviour management programmes of young people with specific support needs</li> <li>• Experience of leading a subject area</li> </ul>	
<b>Education and Training Attainments</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of legislation as it applies to pupils with SEN/SEMH</li> </ul>	<p>Interview</p> <p>Application</p>
<b>General and Special Knowledge</b>	<ul style="list-style-type: none"> <li>• An understanding of current approaches to the support of young people at risk of social exclusion</li> <li>• An understanding of inclusion and potential barriers which may face young people with SEN/SEMH and those at risk of offending</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of legislation as it applies to pupils with SEN/SEMH</li> </ul>	<p>Application</p> <p>Certificates</p>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Interpersonal skills which facilitate positive professional relationships with young people and multi-disciplinary teams</li> </ul>		<p>Interview</p> <p>Application</p>
<b>Additional Factors</b>	<ul style="list-style-type: none"> <li>• Good oral and written communication skills</li> <li>• Ability to work effectively as a team member</li> <li>• Versatility, Creativity &amp; Resilience</li> </ul>		<p>Interview</p> <p>Application</p>

**NURTURE**

**BELIEVE**

**ACHIEVE**