

Clervaux Garden School

Job Description

Position:	Senior Teacher
Field of Practice:	Practical Skills, Therapeutic Education & Transformative Leadership and Management (Field 2, Field 4 & Field 7)
Grade:	11:12
Responsible to:	Head of School
Location:	Clervaux Garden School

Job Purpose

To lead the qualified teaching team of the School with regard to the student curriculum, staff performance and development including monitoring and addressing the quality of teaching and learning.

To support the leadership team of the school by ensuring high quality education for all its students and the highest standards of learning, outcomes and achievement in accordance with statutory requirements, the objectives, vision, values, purpose and method of Ruskin Mill Trust.

The post holder will be expected to embrace, articulate and work with the School's and Ruskin Mill Trust's objectives, vision, values, purpose and method, ensuring that the Ruskin Mill Trust's paradigm of biodynamic agriculture, Anthroposophical medicine and practical skills therapeutic education, which is informed by Steiner Education, is maintained, implemented and integrated within the provision of the School.

The post-holder is to contribute to the whole life of the School, always remembering that our core purpose is to improve the education and lives of the students at the School.

The post-holder will be required to carry out their duties at all premises, some of which are located a distance from the main site and at such other places as may reasonably be required.

Some evening and weekend working will be required on a regular basis.

Corporate Contribution

The post holder will be expected to contribute as required and uphold the underpinning values and philosophy of the School and Ruskin Mill Trust at all times.

Main Duties

Shaping the Future

1. To support the Headteacher and Senior Leadership Team, to manage the educational provision of the School, with regard to teaching and learning, behaviour management and health and safety, as well as liaising with parents, carers and outside agencies.
2. To translate the overall school vision into clear objectives for the provision that promote and sustain school improvement in collaboration with the Senior Leadership Team (SLT).
3. To lead and support the teachers to design, plan and implement a curriculum for the students that balances academic and vocational subjects.
4. To support the Land and craft tutors (Outdoor Provision) to design, plan and implement an outdoor curriculum aligning craft sessions with the genius loci.
5. To emphasise the development of Teaching and Learning through the line-management of the teaching staff in the provision, the development of the curriculum and appropriate qualification pathways and quality improvement.
6. To support the SLT to drive school improvement and to own the aspects of the school self-assessment and improvement plan and in the context of the Ofsted inspection framework and the educational and therapeutic paradigm of the Trust.
7. To work towards an “outstanding” provision in Ofsted terms.
8. To be an active member of the School’s senior leadership team

Teaching Responsibilities

1. To work with the students as and when required including holding up to 75% teaching commitment.(the % will reduce as the SLT responsibilities increase)
2. To comply and adhere to the Professional Standards for Teachers and maintain professional membership of the GTC (if eligible to do so) or any equivalent body.

Planning

3. To use assessment data to plan next step learning and overcome individual barriers to learning.
4. To plan and prepare each lesson to ensure that each student’s academic and social needs are met (personalised learning), including the effective deployment of assisting teachers/staff so as to ensure that each pupil receives excellent education, recording plans according to the School’s Lesson Planning policy.
5. To apply knowledge about learning and the modes of learning to plan and deliver aspects of the Steiner Waldorf Curriculum within the assessment framework of the National Curriculum in addition to their subject area.
6. To ensure clear planning towards the 7 areas of learning withing the ISSs and ensuring that planning builds on prior learning and that the progress journey is clear.

7. To lead and support high quality planning that meets the needs of each student.
8. To quality assure planning on a regular basis.

Teaching

9. To create a nurturing environment and role model best practice Practical Skills Therapeutic Education (PSTE) methods.
10. To ensure their students make good progress in the development of basic skills in numeracy, literacy and ICT and in the Core Learning Skills, and to provide intentional opportunities for their pupils to practice and develop these skills.
11. To assess the progress of students in accordance with the School's assessment schedule and Curriculum Policy.
12. To teach and support a range of subjects across the curriculum according to the needs of the school as detailed in the Curriculum Policy.
13. To teach according to each student's educational needs to ensure that each student achieves their full emotional, social and educational potential.
14. To assist each student to find ways to alleviate the effects of any physical, emotional or educational difficulties that they may face.
15. To assist each student to discover their individual talents and potential and how these can be used creatively.
16. To assist with the preparation of each student for adulthood, and also for further education and independent life as far as their individual potential and special needs allow.
17. To facilitate and encourage each student to attain both internal and, where possible, external accreditation, for example: AS Level, GCSE, Entry level and Unit Awards, OCN whenever practicable.
18. To contain challenging behaviours by offering clear guidelines and boundaries to each student, but without creating an "institutionalised" environment by following the Behaviour Management Policy.
19. To ensure that the delivery of the lessons meets the standards and approach outlined in the Curriculum Policy.
20. To undertake and be open to training and continuing professional development to ensure the delivery in Steiner/Waldorf methodology.

Assessment, Monitoring and Giving Feedback

1. To effectively assess, report and record the personal, educational and social needs, development, progress and attainment of each student in accordance with the School's Curriculum Policy.
2. To use an 'assessment for learning approach' as part of day to day teaching practice in order to diagnose each learner's needs, set realistic and challenging targets for improvement and plan for future learning.

3. To promote each learner's ability to reflect on their learning and to identify the progress they have made and to set future positive targets for improvement. This will include on-going positive feedback (both written and verbal), setting individual learning objectives targets.

Leading Teaching and Learning

1. To set high expectations and challenging targets for students monitoring effectiveness and evaluating learning outcomes.
2. To ensure there is a shared focus on students' achievement, using data and benchmarks to monitor progress across the curriculum
3. To establish creative, effective approaches to learning and teaching, responsive to the needs of the
4. students.
5. To lead the team to integrate craft within the sessions as well as designated craft sessions.
6. To ensure a culture that supports and facilitates student engagement in, and ownership of their own learning, behaviour and attendance.
7. To manage the quality assurance of teaching and learning including qualifications. To ensure a rigorous quality assurance program is in place and support is given through mentoring and team teaching where teaching is less than good
8. To research and develop the integration of appropriate vocational qualifications into the post-sixteen curriculum by liaising with the Trust Accreditation Manager.
9. To monitor, evaluate and review classroom practice and promote improvement strategies, challenging underperformance and ensuring corrective action.
10. To ensure that classroom practices reflect the vision and values of the Trust in relation to PSTE and the influences of Steiner Education.
11. To provide parents/carers, placing authorities and colleagues with timely and accurate reports and feedback regarding each learner's progress. These reports to include Annual Review Reports for the review of Statement of Special Educational Needs.
10. To quality assure any annual review reports or reports going to external agencies as required by the SLT.
11. To actively participate in meetings with staff, parents or interested third parties during and outside of normal school hours as well as plan and participate in school functions and open days.
12. To support and to accompany school trips, educational visits and activities, this may include occasional overnight stays (during term time).
13. To ensure Teaching Assistants are well deployed and they support learning and behaviour management- ensuring that good quality support and training is in place where support is less than good

Developing Self and Others

1. To set high expectations for all and address underperformance.
2. To carry out supervisions and performance and development reviews for all teachers, ensuring that staff accountabilities are defined, understood, agreed and reviewed.
3. To act as a role model for the highest professional standards.
4. To regularly self-evaluate, set personal targets and take responsibility for own personal professional development.
5. To develop a culture that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.

Management Responsibilities

In collaboration with the Senior Leadership Team (SLT):

1. To build positive relationships with parent and carers of the students, encouraging them to explore ongoing education within RMT following completion of the post-sixteen education.
2. To work with SLT ensure that the school and its resources are organised and managed to provide a safe, effective and efficient, learning environment.
3. To ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education and supports the vision and values of the Trust.
4. To take part on the on call duty rota as a member of the Senior Leadership Team as part of the role.

Safeguarding and Promoting the Welfare of Children

1. Substantial knowledge and effective experiences of addressing social, moral, spiritual and cultural development, including fundamental British values and other safeguarding issues.
2. To be a member of the safeguarding Team
3. To work with the SLT to ensure a safe and supportive school culture.
4. To ensure the welfare of children is safeguarded and promoted in line with current best practice and advice from the local safeguarding boards.
5. To ensure that all risk assessments are completed to a high standard for all activities
6. To liaise with the Headteacher and Senior Administrative Officer regarding potential health and safety issues at the school.

General

1. To carry out all duties in accordance with the School's Health and Safety Policy.
2. To actively support and promote equality and diversity throughout the School.
3. To work co-operatively with other staff within the School and any of its associated organisations.
4. To comply with all the policies and procedures of the School as contained in the booklet entitled "Student Protection Policies".
5. To maintain exemplary standards of role modelling, professionalism, honesty and respect at all times, and not abuse the privilege of access to confidential information.
6. To be responsible for the care and development of your working area.
7. To attend meetings and supervision as required.
8. To undertake training and development as required by the School and the Hiram Education and Research Team. To be committed to professional self-development, including continuing professional development through participation in in-service training as necessary to successfully carry out the role.
9. To attend mandatory and statutory training provided by the School and the Hiram Education and Research Team as required.
10. To act in a positive and supportive manner at all times projecting a positive image of the School and its associated organisations.
11. To undertake any other duties appropriate to this level of post which will evolve as the job progresses until the job description is reviewed.
12. To work additional hours as shall be necessary to discharge properly the duties and responsibilities outlined in this job description.

Staff Management and Supervision

The Senior Teacher has direct staff responsibility for the Qualified Teachers and teaching assistants within the provision, and has overall responsibility for all staff within the School in the absence of more senior members of the SLT.

Liaison

To liaise with all staff employed within the School, Ruskin Mill Trust, parents, carers, students, professional bodies, external consultants, and any outside bodies as and when required, especially in the absence of other members of the SLT.

Job Revision

This job description should be regarded as a guide to the duties required and is not definitive or restrictive in any way. The duties of the post may be varied from time to time in response to changing circumstances. This job description does not form part of the contract of employment.

Where the post holder is disabled or becomes disabled every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable job redesign will be given full consideration.

Person Specification / Training and Development Requirements

Position: Senior Teacher

The following are the criteria to be used for Shortlisting

The qualifications, skills and experiences that we are looking for are:

- Degree level education
- Full teaching qualification or equivalent experience
- Knowledge of Rudolf Steiner Holistic Education with particular reference to the works and insights of John Ruskin and William Morris
- Able to evidence experience of successful implementation of quality assurance processes to address concerns or identified areas of improvement
- Experience of developing and leading craft and community craft projects
- Evidence of innovative and successful management performance, ideally in staff development.
- Adaptable and shows initiative
- High level of personal resilience
- High level of emotional and social intelligence

Training or Qualification	Name	Timescales for completion	Length of programme
Qualifications / Training	Introduction to Practical Skills Therapeutic Education	Within 12 months of commencing role	Up to 12 months
	Management of Actual and Potential Aggression	First available opportunity	1 day
	PREVENT training	Within of commencing role	Online about 1 hour
	Safeguarding Internal Policies and Procedures	Within 3 months of commencing role	2 hours
	Equality and Diversity	Within 3 months of commencing role	2 hours
	Pedagogical Potential of Craft,	At earliest opportunity	2 years