

Brantwood Specialist School

Job Description

Position:	Teacher (SEND)
Post Reference No:	BSS10018
Grade:	Brantwood Specialist School Teacher Scale 1- 6
Responsible to:	Assistant Head Teacher
Location:	Brantwood Specialist School

Role summary:

Special education needs teachers at Brantwood Specialist School work with children aged 7-19 who have significant levels of special education, health, and care needs which are associated with Autism, SEMH, and can present challenging behaviours, anxiety and lack of engagement. The successful candidate will be expected to develop an individualised, creative, and engaging curriculum based in practical, experiential activities as part of our larger therapeutic educational community.

Visions and Values

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 Ruskin Mill Trust's paradigm of biodynamic agriculture, Anthroposophical medicine and practical skills 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 children and young people at the School.

You will be required to carry out your 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.

Evening and weekend working may be required.

Contribution

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

Job Purpose

1. To contribute to the whole life of the School, always remembering that our core purpose is to improve the education and lives of the children and young people at the School.
2. To lead the teaching of the pupils, based on the insights of Rudolf Steiner and Practical Skills Therapeutic Education (PSTE) curriculum as developed by Ruskin Mill Trust over the last 30 years (full training provided).
3. To coordinate, lead and deliver flexible, person centered programs of study for designated individuals and groups of young people with a diagnosis of Autistic Spectrum Condition (ASC) and SEMH.
4. To support our pupils to achieve their true potential in areas such as independent living, emotional resilience and regulation, focus and executive functioning, relating to others, and healthy living
5. To take responsibility for the assessment of the student's needs, progress monitoring, recording, evaluation and reporting as well as contributing generally to meeting the aims of the wider Ruskin Mill Trust, as a whole.
6. To apply specialised teaching approaches for students with a diagnosis of ASC and other conditions, systematic planning, record keeping and the supervision and deployment of Teaching Assistants.
7. To teach a range of subjects including Mathematics, English and ICT. However, these are expected to be taught through the a curriculum drawn from the insights of Rudolf Steiner and PSTE, which utilises practical craft skills, seasonal outdoor activities and movement, with an understanding of age appropriate subjects and activities.
8. To support the reduction of challenging behaviour through a holistic perspective on human development. To attend EHCP reviews and ensure each student has an up to date and relevant Individual Education Plan that is relevant and fits with the EHCP.
9. To carry out your 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.

Teaching Responsibilities

1. To demonstrate a thorough knowledge and understanding of: the needs of the pupils; relevant curriculum areas; specialised teaching approaches, including an understanding of the PSTE model and Rudolf Steiner's model of human development (or be willing to learn), and procedures for assessment, planning, recording, monitoring, evaluation and reporting.
2. To demonstrate consistent and effective planning of lessons, courses and individual programmes with clear objectives to meet the needs and raise the attainment of all students through Practical Skills Therapeutic Education.
3. Ensure that all plans continue to build on previous achievements and set challenging and aspiring targets.
4. To provide appropriate personal care as needed.
5. To work closely with the residential team to ensure consistency of positive behaviour strategies and consistent planning across the young person's team
6. To liaise with school's therapy team to develop communication plans for pupils with non-verbal or lower-level verbal communication profiles
7. To develop an experiential curriculum for pupils with varying levels of visual impairment

8. To work closely with the land tutor team to create meaningful learning activities for our pupils
9. To engage pupils in learning programme based in land and craft activities, such as gardening, textiles, green woodwork, and animal care.
10. To support pupils to attend weekly assemblies and termly festivals in order to participate in the celebration of our community
11. To work in an outdoor environment throughout the year and in inclement weather
12. To demonstrate and deliver consistent, creative and effective use of a range of appropriate strategies for teaching and behaviour support, including visual learning styles, and PSTE principles. Ensure coverage of all curriculum requirements and that ILP targets are systematically addressed and met, derived from the EHCP (where applicable).
13. To support behaviour that challenges, by offering clear guidelines and boundaries to each student, but without creating an 'institutionalised' environment by following the any agreed behaviour support plans and the behaviour support policy.
14. To assist each student in discovering their potential and individual talents and developing these to assist them with preparation for adult life.
15. To undertake lunchtime supervision and eat with the students, using this time to support social and functional skills.
16. Track, assess, monitor and report on student progress, writing professional reports and attending meetings with parents/ carers and other professionals to discuss individual students.
17. Write and implement Individual Education Plans.
18. Make regular contact with parents/ carers, LEAs and social workers (where applicable) and involve them in the students learning and provide them with regular reports showing progress against targets.
19. To work collaboratively with all members of the multi-disciplinary team and share information with team members in informal and formal situations (this includes working with the residential and clinical teams).
20. To deliver lessons creatively, using the whole site and not restricting learning to the classroom.
21. To build a relationship with children and young people, which encourages their interest and participation in education.
22. To attend mandatory training.
23. To identify purposeful educational training needs that will benefit personal professional development, other colleagues and/ or children and young people.
24. To maintain high professional standards at all times in terms of personal behaviour and carrying out duties as a member of school and the Trust.
25. To reflect and evaluate on your own performance and the performance of the team.
26. To undertake line management, mentoring and development of Teaching Assistants and to give them direction as appropriate based on the needs of the pupils. Establish clear expectations and professional working relationships. Involve TAs, as appropriate, in lesson planning, recording and running activities and give guidance and support as required.
27. To undertake and be open to training and continuing professional development to ensure the delivery in Steiner/ Waldorf methodology.

SUBJECT CO-ORDINATION

If allocated to co-ordinate subject area(s):

- Manage curriculum area resources, including storage, cataloguing, and accessibility, ensuring they remain up to date.
- Manage and develop action plans for relevant curriculum focus areas.
- Maintain and manage subject co-ordination folder ensuring it contains essential items.
- Review and produce/ update Schemes of Work.
- Contribute to the production of policy and procedures as appropriate.
- To use relevant progression levels and P level descriptors (where applicable).
- Monitor standards of teaching and learning in curriculum area, identify effective practice and areas for improvement. Implement strategies to raise standards as appropriate.
- Keep up to date with national trends/ initiatives relevant to curriculum area.
- Keep the Head teacher informed through presentation/ reports and discussions.
- Have good knowledge of relevant National Curriculum and Waldorf Education programmes of study/ QCA guidelines/ accreditation requirements.
- Analyse and evaluate levels of achievement and liaise with the Head teacher with regard to patterns and trends.
- Complete necessary administration regarding external accreditation.
- To use an 'assessment for learning approach' as part of day to day teaching practice in order to diagnose each student's needs, set realistic and challenging targets for improvement and plan for future learning.
- To promote each student'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.

Professional Standards

1. To comply and adhere to the Professional Standards for Teachers at the appropriate level (NQT, Core of Post Threshold) and maintain professional membership of the GTC (if eligible to do so) or any equivalent body.
2. To maintain expectations for responsible and safe behaviour among the students as befits a member of the teaching profession and safeguard the health and safety of the pupils engaged in authorised school activities both on and off school premises.
3. To ensure continuing personal and professional learning and development relevant to the role and maintain the requisite knowledge, experience and resources to deliver excellent education.
4. To achieve and maintain full accreditation in the CALM method of managing and supporting behaviour.

Safeguarding

1. Ensure all staff are issued with Safeguarding Information, Keeping Children Safe in Education and '*What to do if you are worried a child is being abused- advice for practitioners*' on appointment and annually.
2. Read, understand and adhere to the safeguarding policy and procedures.

3. Staff to be made aware of what action to take if they have a concern about the conduct of a colleague, and how to report these in accordance with the policy and procedures.
4. Operate safer recruitment principles, including ongoing vigilance.

General

1. To share the School's commitment for promoting and safeguarding the welfare of children and young adults.
2. To be responsible for promoting and safeguarding the welfare of students, children and vulnerable adults that you come into contact with.
3. To carry out the above duties in accordance with the School's Health and Safety Policy.
4. To actively support and promote equality and diversity throughout the School.
5. To work co-operatively with other staff within the School and any of its associated organisations.
6. To work with the pupils as and when required.
7. To comply with all the policies and procedures of the school
8. To maintain exemplary standards of professionalism, honesty and respect at all times, and not abuse the privilege of access to confidential information.
9. To be responsible for the care of your working area and development for your working area.
10. To attend meetings and supervision as required.
11. To undertake training and development as required by the School and the Hiram Institute. To be committed to professional self-development, including continuing professional development through participation in-service training as necessary for the successful carrying out of the role.
12. To attend mandatory and statutory trainings provided by the School and the Hiram Institute as required.
13. To act in a positive and supportive manner at all times projecting a positive image of the School and their associated organisations.
14. To undertake any other duties appropriate to this level of post which will evolve as the job progresses until the job description is reviewed.
15. May, from time to time be required to work additional hours as shall be necessary to discharge properly your duties and responsibilities outlined in this job description.

Staff Management and Supervision

The Teacher has no direct staff line manager responsibility, however, may be required to manage and supervise Teaching Assistants and other designated staff including providing support and guidance as appropriate.

Liaison

To liaise and co-operate with all staff employed within the School, Ruskin Mill Trust, parents, students, carers, support workers, professional bodies, external consultants, and any outside bodies as and when required.

To liaise with the carers and support workers of each student on his or her progress, both educationally and socially.

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.