



JOB DESCRIPTION

JOB TITLE:	Senior Special education needs teachers and leaders - Qualified Teacher Status
DEPARTMENT:	Education
RESPONSIBLE TO:	Head of School/Deputy Principal
SALARY/ GRADE:	Grade 13 pro rata to fulltime 40/52 weeks : £37,660 - £40,605
HOURS:	40 Hours Per Week /42 weeks

Role summary: special education needs teachers at Sunfield work with children aged 6-19 who have significant levels of special education, health, and care needs in the areas of personal care, non-verbal communication, challenging behaviour, visual impairment including partial and full blindness, and a wide range of sensory integration impairments. The successful candidate will be expected to develop an individualised, creative, and engaging curriculum based in practical, experiential activities, in conjunction with a team of teaching assistants and as part of our larger therapeutic educational community.

VISION AND VALUES

The post holder will be expected to support, embrace, articulate and work with Sunfield's vision, values and purpose. This is then braided with a practical, purposeful and therapeutic education and a homely and nurturing living environment that supports the physical, emotional and spiritual development of each child and young person who attends Sunfield. In addition Sunfield supports families and carers, and looks to advance the public understanding through education and research.

The post holder is expected to treat each person, student and staff, with dignity and respect, ensuring high aspirations are met, and contribute to shaping the learning community of the School and home as part of Ruskin Mill Trust, always remembering that our core purpose is to improve the education and lives of our students and adults. Many of the children and young people at Sunfield have a significant level of education, care, and health needs and the post holder will be expected to view each child as having their own individual level of potential for growth and development.

LIASON

To liaise with all staff employed by the Sunfield, Ruskin Mill Trust, professional bodies, external consultants, and any outside bodies as and when required.

JOB PURPOSE

Subject Leader:

- As part of the school's Middle Leadership you will be expected to coordinate, lead and quality assure in your given area.
 - Ensure that the subject area is consistently well planned throughout the school and that planning is quality assured on a regular cycle
 - To ensure that planning meets the needs of all children and young people
 - To ensure that quality assurance informs the training programme and that you are able to design and lead high quality training and see the impact of this training
 - To support with assessment procedures, so that data informs planning and the School Improvement Planning
 - To support the Deputy Principal with any reporting needed
 - To support the Deputy Principal in raising levels of teaching and learning so that it is consistently good or better across the school.
-
- 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.
 - 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).
 - To coordinate, lead and deliver flexible, person centred programs of study for designated individuals and groups of young people with a diagnosis of Autistic Spectrum Condition (ASC).
 - 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
 - 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 Sunfield, and the wider Ruskin Mill Trust, as a whole.
 - To apply specialised teaching approaches for students with a diagnosis of ASC and other conditions, systematic planning, record keeping and the management and deployment of Teaching Assistants.
 - 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.
 - 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.
 - Whilst the post is term time only there is an expectation that the post holder is flexible and is able to attend training, run out of school clubs and attend Inset days as and when 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.

STATEMENT OF RESPONSIBILITIES

- 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.
- 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.
- Ensure that all plans continue to build on previous achievements and set challenging and aspiring targets.
- To provide appropriate personal care as needed.
- To work closely with the residential team to ensure consistency of positive behaviour strategies and consistent planning across the young person's team
- To liaise with Sunfield's therapy team to develop communication plans for pupils with non-verbal or lower-level verbal communication profiles

- To develop an experiential curriculum for pupils with varying levels of visual impairment
- To work closely with the land tutor team to create meaningful learning activities for our pupils
- To engage pupils in learning programme based in land and craft activities, such as gardening, pottery, weaving, forest walks, and animal care
- To support pupils to attend Sunfield's weekly assemblies and termly festivals in order to participate in the celebration of our community
- To work in an outdoor environment throughout the year and in inclement weather
- 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).
- 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.
- To assist each student in discovering their potential and individual talents and developing these to assist them with preparation for adult life.
- To undertake lunchtime supervision and eat with the students, using this time to support social and functional skills.
- Track, assess, monitor and report on student progress, writing professional reports and attending meetings with parents/ carers and other professionals to discuss individual students.
- Write and implement Individual Education Plans.
- 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.
- 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).
- To deliver lessons creatively, using the whole site and not restricting learning to the classroom.
- To build a relationship with children and young people, which encourages their interest and participation in education.
- To attend mandatory training.
- To identify purposeful educational training needs that will benefit personal professional development, other colleagues and/ or children and young people.
- To maintain high professional standards at all times in terms of personal behaviour and carrying out duties as a member of Sunfield and Ruskin Mill Trust.
- To reflect and evaluate on your own performance and the performance of the team.
- 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.
- Participate in supervision/ training groups.
- 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

- 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.
- 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.
- 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.
- To achieve and maintain full accreditation in the CALM method of managing and supporting behaviour.

SAFEGUARDING

- Ensure all staff are issued with Safeguarding Information, Keeping Children Safe in Education (2019)' and '*What to do if you are worried a child is being abused– advice for practitioners*' on appointment and annually.
- Read, understand and adhere to the Sunfield safeguarding policy and procedures.
- Staff to be made aware of what action to take if they have a concern about the conduct of a colleague, the home manager or any member of staff employed at Sunfield and how to report these in accordance with the Sunfield policy and procedures.
- Operate safer recruitment principles, including ongoing vigilance.
- Ensure all staff are aware of the NSPCC Whistleblowing Helpline.

OTHER PROFESSIONAL REQUIREMENTS

- To reflect the philosophy of our Mission Statement in their everyday practice.
- To attend and participate in staff in-service training days as directed.
- To participate in work related continued professional development (CPD) and supervision programmes and develop professional and personal skills to achieve agreed targets.
- To deliver training or development opportunities as required.
- To work co-operatively with other staff within the Sunfield.
- To work with children and young people within Sunfield as and when required.
- To maintain a 'duty of candour' and to be open and honest at all times, ensuring that concerns are raised promptly through the appropriate management routes.
- To be responsible for the care and development for your working area.
- 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.
- To undertake any other duties appropriate to this level of post which will evolve as the job progresses until the job description is reviewed.
- **Safe Working Practices for Adults working with Children** - It is the responsibility of each employee to carry out their duties in line with Sunfield Children's Home culture of safe working practices for Adults working with children and young people and be sensitive and caring to the needs of the

disadvantaged, promoting a positive approach to a harmonious working environment. Each employee should act as an exemplar on these issues and must, where appropriate, identify and monitor training for themselves and any employees they are responsible for. To comply with all the policies and procedures of the School including the Sunfield Safeguarding (Child Protection) Policy and Procedure.

- **GDPR and Data Protection Act** - The post holder is required to comply with the above legislation and maintain awareness of the school's policies and procedures relating to GDPR & Data Protection Acts. Attention is specifically drawn to the need for confidentiality in handling personal data and the implications of unauthorised disclosure.
- **Equality and Diversity** - The post holder will be required to comply with and maintain awareness of Sunfield Children's Home policies relating to Equality and Diversity and complete training
- **Health and Safety** - The post holder must at all times carry out his/ her responsibilities with due regard to Sunfield Children's Home policy, organisation and arrangements for Health and Safety at Work.
- **Flexibility** - All staff will be expected to accept reasonable flexibility in working arrangements and the allocation of duties to reflect the changing roles and responsibilities of Education and Children's Services. Any changes arising will take account of salary and status. They will also be subject to discussion with individuals or sections affected and with appropriate Trades Unions.

This job description sets out the duties and responsibilities of the post at the time it was drawn up. Sunfield is continually striving to improve their provision, therefore duties may vary with time, but will always be of a level commensurate with salary.

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

Teacher

ESSENTIAL	DESIRABLE
Qualifications	
<ul style="list-style-type: none"> • Qualified Teacher Status or recognised equivalent or desire to work towards. • Steiner Teacher Certificate or the Ruskin Mill Teacher Development Course Certificate or desire to work towards within two years of appointment. • Degree from a recognised university and relevant teaching experience. • Full, clean driving licence. • Evidence of commitment to own continuous professional development. 	<ul style="list-style-type: none"> • Evidence of recent safeguarding training.
Experience/ Knowledge	
<ul style="list-style-type: none"> • Sound experience of working with children and young people with severe learning disabilities and profound autistic spectrum disorder. • Knowledge and understanding of working in accordance to the Teachers Code of Practice. • Knowledge and understanding of the Independent School Standards. • Knowledge and understanding of the Waldorf-Steiner teaching methodology (or if no experience willingness to learn). • Theory and practice of providing effectively for the individual needs of all children and young people (e.g. classroom organisation and learning strategies), whilst promoting the individuality of students and encouraging self-independence and choice. • Experience of effective planning, monitoring assessment and record keeping and reporting of student progress to promote high quality teaching and learning. • Experience of working with pupils with EHCPs. • Experience of participating in the development of parent and a range of community partnerships. 	<ul style="list-style-type: none"> • Experience of using physical intervention techniques. • Knowledge of Intensive Interaction.
Skills and Abilities	
<ul style="list-style-type: none"> • Ability to develop strategies for meeting SEND including children and young people with autistic spectrum conditions. 	<ul style="list-style-type: none"> • Good ICT skills. • To empathise with the difficulties affecting a voluntary sector organisation.

<ul style="list-style-type: none"> • Ability to plan programmes of study for a range of subject areas. • To build effective relationships with children/ young people, parents/ carers, colleagues and the wider community. • To be able to work creatively and sensitively with children and young people. • Communicate effectively to a wide range of different audiences (verbal, written, using ICT as appropriate). • Ability to support, motivate and inspire colleagues by leading through example. • Deal successfully with situations that may include tackling difficult situations and conflict resolution. • Ability to cope with the physical and emotional demands of working with children and young people that may display challenging behaviour. 	
<p>Other</p>	
<p>Demonstrate a commitment to:</p> <ul style="list-style-type: none"> • Equality of opportunity • Promoting Sunfield Children’s Home vision • High quality, stimulating learning environment • Relating positively to and showing respect for all members Sunfield and its wider community • Ongoing relevant professional self-development • Safeguarding and child protection 	