

# Teacher Job Description



## **Explanatory note:**

Lokrum Fields is partway through the statutory process of obtaining Department for Education approval to be registered as an independent special school. Until this approval is granted, Lokrum Fields will not be operating as a school but will be able to offer Alternative Provision. Use of the word “school” in this job description should be taken to mean “Alternative Provision setting” until such point as DfE approval is received.

## **Job purpose:**

The primary purposes of the role are to:

- Enable students to thrive by working effectively with colleagues to uphold and implement the core principles of Lokrum Fields.
- Deliver the Lokrum Fields curriculum in an effective, accessible and personalised manner, removing barriers to learning and integrating therapeutic support.
- Enable students to reach their full academic potential and achieve recognition through formal qualifications.
- Inspire students to broaden and extend their learning and actively support their aspirations and interests.
- Equip students for further education and independent living.

## **Reporting line:**

Teachers ultimately report to the Headteacher. The Headteacher may delegate the line of reporting to another senior member of staff.

## **Duties and responsibilities may include:**

### **1. Responsibilities relating to teaching and learning**

**1.1.** Demonstrate skill and competence in teaching, upholding and implementing the best practice of the profession.

**1.2.** In the case of Class Teachers, who are primarily responsible for teaching a particular group or groups of students, develop and maintain a thorough knowledge of the National Curriculum and any additional aspects of learning which are specific to the Lokrum Fields Curriculum, as applicable to the age range(s) being taught.

**1.3.** In the case of Subject Specialists who are primarily responsible for teaching one or more subjects, develop and maintain a thorough knowledge of relevant aspects of the National Curriculum and any additional aspects of learning which are specific to the Lokrum Fields Curriculum, as applicable to the age range(s) and subject(s) being taught and any subject(s) where curriculum delivery may overlap, for example via topic work.

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- 1.4.** Work in accordance with the directions of the Headteacher and the prevailing priorities and teaching methods of Lokrum Fields. This could include, for example, ensuring that lessons emphasise the development and application of particular skills, preparing topic-based lessons which address multiple subject areas, supporting whole-school topics, introducing new interventions or learning styles etc.
- 1.5.** Work in continuous co-production with colleagues, therapists, families and students to support students as individuals, to identify and remove any barriers to learning and to meet students' wider needs.
- 1.6.** Implement appropriate academic and therapeutic interventions effectively and consistently, in line with your specialist skills and the direction of clinicians and other advisors.
- 1.7.** Prepare high quality lesson plans which appropriately cover the curriculum and which make best use of the available time to optimise learning and support students' wider needs.
- 1.8.** Carefully plan appropriately differentiated lessons which take account of and reflect the individual interests, preferences and needs of students, their level of ability and any gaps in learning. Ensure plans are sufficiently flexible to accommodate day-to-day changes in a student's presentation or level of need.
- 1.9.** Effectively plan a varied, balanced and appropriate curriculum which encourages and supports high standards.
- 1.10.** Develop curriculum plans and resources which enable teaching to be delivered face-to-face and remotely, for example online, and use these as necessary to enable students to continue to learn in an engaging and effective manner during periods of individual or class-wide short-term or long-term absences, including absences relating to pandemics.
- 1.11.** Plan and deliver diverse learning activities which expose students to a suitably wide range of positive learning experiences and which allow students to be able to consistently access the curriculum in a manner which reflects their own most effective way of learning.
- 1.12.** Consistently deliver high quality teaching, in a manner which: keeps students engaged and supports positive self-esteem; enables students to effectively learn and retain information and develop and apply skills; and ensures students make meaningful progress at a pace which is consistent with their ability.
- 1.13.** Support and encourage students to pursue methods of learning which they find most effective. This could include, for example, students completing individual work outside the classroom, in a sensory area, communal space, outdoors, or with companionship from a school animal, and students recording and presenting their work through various means including through the use of technology. Use careful planning, communication, visual aids and team working to meet needs, accommodate preferences, ensure students understand and are equipped to meet expectations, and maintain calm, organised and coherent learning across potentially diverse locations and learning styles.

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**1.14.** Plan and deliver collaborative activities which provide students with opportunities for developing social skills in a safe and supported environment and enable them to appreciate and benefit from the varied ways in which they may each be accessing the curriculum.

**1.15.** Adopt an open-minded and individualised approach which supports students to access and achieve qualifications in the same number and at the same level as their academically able peers in mainstream schools. This could include, for example, both encouraging students to achieve qualifications across a wide curriculum and enabling them to achieve at a broader and/or higher level than standard in areas in which they have developed a particular interest or early specialism.

**1.16.** Continually and systematically assess, monitor and record students' learning, progress, achievements, areas of weakness, emerging needs etc and modify plans and interventions accordingly.

**1.17.** Provide students with constructive feedback, in a manner which takes account of their needs and preferences, celebrates effort and achievement, provides clear and achievable next steps and supports their self-esteem.

**1.18.** Effectively address any gaps in learning and other areas of weakness, to enable students to access the curriculum and reach their full potential.

**1.19.** Report on students' progress, keeping students, families and colleagues appropriately updated.

**1.20.** Prepare and organise classroom, curriculum and intervention resources, with support from Teaching Assistants.

**1.21.** Use technology appropriately in lessons and develop students' competence in using technology.

**1.22.** Help students to develop confidence and independence, to develop and use creativity, initiative and critical thinking and to take on manageable responsibilities.

**1.23.** Work effectively with Teaching Assistants and other colleagues, providing support and clear direction as applicable and including them appropriately in planning, implementation and progress reviews.

**1.24.** Ensure students are properly prepared for examinations, including arranging and supporting ample practice in a manner which supports success and engenders confidence. Assist as required with assessment logistics, exam administration and preparations, invigilation and other aspects of examination support.

**1.25.** Provide cover as requested in the event of other teaching staff being unavailable. Take all reasonable steps to understand and meet the needs of the students in the class being covered and to use the cover time effectively to enable them to progress as planned.

## **2. Responsibilities relating to students**

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- 2.1.** Provide individual students with such support and adjustments as are necessary to enable them to engage and learn effectively.
- 2.2.** Be willing and able to support students individually during periods when they are absent from class, for example by providing individual tuition online and/or by email and/or face-to-face and carefully planning for and supporting their reintegration.
- 2.3.** Maintain high aspirations for students and encourage them to recognise and fulfil their potential.
- 2.4.** Have a thorough knowledge of the EHCPs and Ambition Pathways which relate to the students who are being taught and consistently implement the stated provision. Have a good knowledge of the needs and profiles of other students in order to support the consistent meeting of their needs during any periods of cover teaching and social interactions.
- 2.5.** Contribute to the development, implementation and review of Ambition Pathways and EHC Plans and promptly highlight any need for an interim review.
- 2.6.** Work in co-production with school staff, other professionals, families and students to develop and maintain a good understanding of students' needs and appropriate strategies to assist them. Liaise regularly with all parties in order to contribute to, and learn from, discussions relating to students' progress and their changing needs.
- 2.7.** Develop a trustworthy relationship with students, act as a mentor and advocate for them as appropriate. Promote and contribute to a positive environment in which students feel secure, valued and listened to.
- 2.8.** Recognise and acknowledge when a student may be masking their difficulties and make appropriate adjustments to reduce the impact this will have on their wellbeing, including supporting their preferred method of communicating their needs, wishes and feelings, in consultation with therapists.
- 2.9.** Pro-actively consider timetabled activities, planned and unplanned changes and other potential situations in the light of students' needs and how they are likely to be affected. Plan carefully in advance where possible, and act in the moment, where necessary, to provide students with appropriate support and preparation to minimise any stress, anxiety, or interruptions to their learning
- 2.10.** Enable students to implement strategies independently wherever possible and promote an environment and approach which enables students to make progress independently.

**2.11.** Recognise when a student would benefit from support and respond effectively (appropriately, in a timely manner and with discretion), being mindful of the student's individual needs and preferences.

**2.12.** Work with students, their families and therapists to identify the most effective strategies for delivering praise and encouragement to recognise and acknowledge effort and progress and support self-esteem.

**2.13.** Lead, supervise and support students' social interactions, including modelling socially appropriate interactions and modifying your approach and communication as necessary to enable students to feel at ease. Engage in and facilitate activities which students enjoy and which will support their intellectual, physical, social and emotional development.

**2.14.** Supervise and support students during off-site activities, such as during excursions, during work experience and during enrichment activities such as sport, wider interests and the Duke of Edinburgh's Award Scheme. Be willing and able to lead and organise off-site and community activities.

**2.15.** Supervise the activities of individuals or groups to ensure their safety.

**2.16.** Assist at an appropriate level with the provision of the general care and welfare of the students, which may include, for example, assisting with personal hygiene, administering medication, facilitating a change of clothing etc.

### **3. General responsibilities**

**3.1.** Take all reasonable steps to ensure the safety of students and colleagues including, for example: ensuring adequate levels of supervision; ensuring learning activities are appropriately risk-assessed; ensuring any identified risks are appropriately managed or mitigated; ensuring any equipment used is fit for purpose; and completing an appropriate safety check of the learning environment prior to and after each activity as necessary.

**3.2.** Complete all administrative aspects of your role competently and professionally, using a good standard of written English, recording details accurately and unambiguously, avoiding the creation of paper files where possible, and saving records of communication, correspondence and other notes in a consistent format as directed.

**3.3.** Engage effectively with training for the purpose of developing and maintaining skills which are relevant to your duties and responsibilities.

**3.4.** Maintain a good awareness of available resources and use them effectively,

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**3.5.** Attend and contribute to various meetings, for example staff meetings and meetings with students, parents and professionals.

**3.6.** Undertake any training which the Headteacher or Wider Ambition reasonably requires and be prepared to implement any acquired skills in practice. This may include, for example, being trained in First Aid, Fire Marshal and other Health & Safety responsibilities; administrative responsibilities; responsibilities relating to excursions, such as minibus training; other relevant professional or general skills and being willing to perform these roles when required.

**3.7.** Encourage and support colleagues in their training, development and duties. Undertake line management responsibilities as required by the Headteacher.

**3.8.** Maintain personal and professional development to respond to, and be equipped for, changing circumstances and the varied demands of the role.

**3.9.** Undertake any duties which the Headteacher or Wider Ambition reasonably requires in order to ensure the safe and smooth operation of Lokrum Fields.

**3.10.** Maintain confidentiality and have a good awareness of data protection legislation.

**3.11.** Practice and promote fair and equal treatment of all members of the school community.

**3.12.** Take effective steps to safeguard the physical and mental wellbeing of students and staff and maintain a good awareness of safeguarding procedures.

**3.13.** Maintain familiarity with school policies and abide by them consistently.

**3.14.** Promote the reputation and effectiveness of Lokrum Fields.

Your duties may from time to time be reasonably modified, or added to, by Wider Ambition to meet the needs of Lokrum Fields.

## Person specification:

	Essential	Desirable
Qualifications and experience for Key Stage Class Teacher or Key Stage Cover Class Teacher	<p>Qualified Teacher Status.</p> <p>At least two years of relevant experience in delivering the subjects and/or qualifications relating to the role and to a relevant student age range / key stage.</p>	<p>Mental health training.</p> <p>Communication and social skills training.</p>

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	<p>At least two years of relevant experience working in a school with children with autism or anxiety or related needs.</p> <p>A sound foundational knowledge and understanding of child development and students' and families' needs.</p> <p>ASD training.</p> <p>Evidence of academic achievement at or above A Level standard, with GCSE passes in Maths and English or appropriate equivalent evidence of academic competence.</p> <p>Evidence of engaging in relevant continuous professional development.</p>	<p>Any other training or qualification relating to autism, anxiety, sensory needs or other special educational needs.</p>
<p>Qualifications and experience for Subject Specialist Teacher or Subject Specialist Cover Teacher</p>	<p>Degree level knowledge or equivalent in relation to the relevant subject.</p> <p>Relevant experience working with young people and delivering the subject in question.</p> <p>Relevant experience working with children with autism or anxiety or related needs.</p> <p>A sound foundational knowledge and understanding of child development and students' and families' needs.</p> <p>Evidence of academic achievement at or above A Level standard, with GCSE passes in Maths and English or appropriate equivalent evidence of academic competence.</p> <p>Evidence of engaging in relevant continuous professional development.</p>	<p>Qualified Teacher Status.</p> <p>At least two years of relevant experience of working in a school.</p> <p>ASD training.</p> <p>Mental health training.</p> <p>Communication and social skills training.</p> <p>Any other training or qualification relating to autism, anxiety, sensory needs or other special educational needs.</p>

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<p>Organisation</p>	<p>Ability to plan and organise curriculum activity in line with the Lokrum Fields approach, to modify plans as necessary at short notice and to deliver planned activities competently.</p> <p>Ability to record and communicate detailed plans, for example to enable another teacher to cover a planned absence.</p> <p>Ability to absorb information quickly and accurately, particularly in relation to a student's profile and needs and curriculum requirements.</p> <p>Ability to recognise and identify problems and resolve them effectively.</p> <p>Ability to organise the learning environment in an adaptable way which meets the needs of the student cohort.</p> <p>Ability to record and pass on information accurately.</p> <p>Experience of working successfully in co-production with students and families and a good understanding of the need for ongoing parental involvement.</p> <p>Ability to manage a varied role and concurrent responsibilities.</p>	<p>Experience in contributing to annual EHCP reviews or similar.</p> <p>Experience in minuting meetings.</p> <p>Experience in planning educational visits and other activities.</p> <p>Experience in relevant areas of responsibility.</p>
<p>Special skills and interests</p>	<p>Ability to encourage and enable others to develop their full potential.</p> <p>Ability to inspire a genuine interest in the topics being taught.</p>	<p>First aid</p> <p>Any hobby or skill which would support activities at Lokrum Fields, for example foreign languages, music, sport, cooking, arts and crafts, gardening, photography, computing etc.</p> <p>Any extra interests which may be relevant to young people.</p>
<p>Disposition and attitudes</p>	<p>Willingness and ability to adapt teaching style, curriculum content and</p>	<p>High levels of self-confidence.</p>

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	<p>interactions with others in accordance with Lokrum Fields ethos and prevailing direction.</p> <p>Willingness and ability to plan and deliver a genuinely personalised curriculum for each student.</p> <p>Ability to maintain a calm, nurturing and happy learning environment in which students feel safe and supported, even in challenging circumstances.</p> <p>A passion for enabling students to access all aspects of education and achieve their full potential.</p> <p>Confidence to prioritise the needs and wellbeing of the students and to challenge others as necessary to ensure best practice is maintained.</p> <p>Willingness to support interactions with the school animals and to encourage students in their individual interests.</p> <p>Ability to think and respond flexibly, to be open-minded and to accept change at short notice.</p> <p>A friendly, helpful, patient and caring approach with ability to effectively facilitate conflict resolution.</p> <p>Able to stay calm under pressure and make measured decisions.</p> <p>Ability to work effectively as part of a team and a willingness to pro-actively assist colleagues.</p> <p>Ability to relate well to and work in genuine co-production with students, families, school staff and other professionals.</p> <p>Ability to be diplomatic and to act with discretion.</p> <p>A strong moral compass and an</p>	<p>An active personal interest in self-development.</p> <p>Experience of varied working methods, strategies, interventions, age groups, specialist interests etc.</p> <p>Willingness and ability to contribute innovative and creative strategies and opportunities for enriching students' experience.</p>
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	<p>understanding of the importance of modelling behaviour for students.</p> <p>Excellent punctuality.</p>	
Physical attributes and other factors	<p>Physical and mental ability to fulfil the responsibilities of the post, subject to appropriate reasonable adjustments being in place.</p> <p>Willingness to work indoors, outdoors and around animals in all weathers.</p> <p>Willingness and ability to attend appropriate meetings and training.</p> <p>Good personal presentation.</p> <p>Fluent written and verbal use of English.</p>	<p>Evidence of good self-care.</p> <p>Personal enjoyment of a wide range of activities, including outdoor pursuits.</p>