

JOB DESCRIPTION & PERSON SPECIFICATION

Director Area: Childrens Services

Job Ref Number:

Service Area: Lincolnshire Secure Unit Childrens Home

Grade: Teachers Pay Scale

Job Title: Teacher

PURPOSE OF JOB: To take responsibility to provide outstanding teaching and learning in your subject area/s within the Home's Education facility, ensuring a high quality of teaching that meets with Education standards and requirements.

STRUCTURE CHART:

Headteacher

Teacher

MAIN DUTIES:

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|---|---|
| 1 | Support the Home's main purpose of encouraging and enabling pupils to develop attitudinally, behaviorally, educationally and emotionally in order that they may deliver positive contributions to their families, society and their local communities whilst reducing offending, resulting in the decrease in victims of youth crime. |
| 2 | Engender and maintain a pupil focused attitude and approach at all times that promotes positive relationships and generates a culture of openness and trust. |
| 3 | To deliver efficient, effective and quality services by way of flexible working. |
| 4 | To work together with colleagues from all other service areas within the home, provide and maintain a safe and secure living and learning environment that promotes the safety and welfare of pupils in which they can prosper, develop and achieve. |
| 5 | To foster, maintain and support restorative practice and solution focused approach with pupils and colleagues. |
| 6 | Set high expectations which inspire, motivate and challenge pupils. To comply with the DFE teachers standards as published on .gov.uk
establish a safe and stimulating environment for pupils, rooted in mutual respect |

	<p>set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</p> <p>demonstrate consistently the positive attitudes, values and behaviour which are expected of self and pupils.</p>
7	<p>Promote good progress and outcomes by pupils</p> <p>be accountable for pupils' attainment, progress and outcomes</p> <p>plan and deliver training to build on pupils' capabilities and prior knowledge</p> <p>guide pupils to reflect on the progress they have made and their emerging needs</p> <p>demonstrate knowledge and understanding of how pupils learn and how this impacts on training</p> <p>encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>
8	<p>Demonstrate good subject and vocational training curriculum knowledge</p> <p>have a secure knowledge of the relevant subject(s) and vocational training areas in which to foster and maintain pupils' interest and address misunderstandings</p> <p>demonstrate a critical understanding of developments in the subject(s) and vocational training areas, and promote the value of learning</p> <p>demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the instructor's specialist subject(s)</p>
9	<p>Plan and instruct well-structured lessons</p> <p>impart knowledge and develop understanding through effective use of lesson time</p> <p>promote a love of learning and intellectual curiosity</p> <p>set homework and plan other out-of-class activities to consolidate and extend the knowledge, learning and understanding pupils have acquired</p> <p>reflect systematically on the effectiveness of lessons and approaches to instructing and learning</p> <p>contribute to the design and provision of an engaging vocational training curriculum within the relevant subject area(s).</p>
10	<p>Adapt delivery to respond to the strengths and needs of all pupils</p> <p>know when and how to differentiate appropriately, using approaches which enable pupils to be taught and to learn effectively</p> <p>have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these</p> <p>demonstrate an awareness of the physical, social and intellectual development of pupils, and know how to adapt subject and vocational training delivery to support pupils' education at different stages of development</p>

	have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate a variety of approaches to engage and support them.
11	<p>Make accurate and productive use of assessment</p> <p>know and understand how to assess the relevant subject(s) and vocational training curriculum areas, including statutory assessment requirements</p> <p>make use of formative and summative assessment to secure pupils' progress use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>give pupils regular feedback both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>
12	<p>Manage behaviour effectively to ensure a good and safe learning environment</p> <p>have clear rules and routines for behavior in vocational training areas and classrooms</p> <p>take responsibility for promoting good and courteous behaviour in vocational training areas, classrooms and around the education facility, in accordance with the school's behaviour policy</p> <p>have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p> <p>manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</p> <p>maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p> <p>be familiar with risk assessments relating to both individual pupils and activities</p> <p>undertake safety and security checks of teaching areas, fixtures, fittings, furniture and equipment as detailed in the Personal Search and Classroom Monitoring procedure</p>
13	<p>Fulfil wider professional responsibilities</p> <p>make a positive contribution to the wider life and ethos of the school and Home</p> <p>develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>deploy support staff effectively</p> <p>take responsibility for improving vocational training through appropriate professional development, responding to advice and feedback from colleagues</p> <p>communicate effectively with parents and professionals from other external agencies with regard to pupils' achievements and well-being</p>
14	To participate in and provide training and development activities as necessary to ensure up to date knowledge and skills.
15	To undertake other duties appropriate to the post as required by the Head of Education

16	To comply with the requirements of all Lincolnshire County Council policies, procedures and staff instructions, including responsibilities under the Health and Safety Policy and Procedures
17	<p>CREATIVITY AND INNOVATION</p> <p>Creativity and innovation are essential to the job and need to be regularly exercised within general guidelines. To use their autonomy when leading lessons, being creative and problem solving using own responses and initiatives without reference to senior staff.</p>
18	<p>CONTACTS AND RELATIONSHIPS</p> <p>The post holder will be required to work as a member of a small teaching and learning team, maintaining positive working relationships with colleagues, children and young people, carers and external agencies. The post holder will maintain effective relationships with staff at all levels within Childrens Services, other Council Directorates, Elected Members, external agencies and the general public</p>
19	<p>Qualifications</p> <p>Degree in relevant subject QTS status</p>
20	WORK ENVIRONMENT
	<p>a) Work Demands</p> <p>Subject to changing and conflicting priorities due to care plans, meetings, case conferences and the turbulent environment within which they work.</p>
	<p>b) Physical Demands</p> <p>Due to the diverse needs and potential aggressive nature of the young people within the secure unit within this environment the work regularly requires intense physical effort.</p> <p>This would include: - Physical interventions, standing, walking and taking part in activities, this may include several sports.</p>
	<p>c) Working Conditions</p> <p>This is a high security environment with heavy duty doors that need to be secured constantly; with no direct fresh air ventilation this cannot be considered a normal working environment.</p> <p>Due to the nature of the work there is regular contact with bodily fluids.</p>
	<p>d) Work Context</p> <p>The Lincolnshire Secure Unit looks after the most vulnerable and high-risk young people known to the Youth Justice System and Children's Social Care.</p> <p>Aggression and abuse (physical, verbal and psychological) is an identified risk to the post holder. These potential and actual threats generate high levels of personal anxiety and stress. The risk is therefore classified as substantial.</p>

PERSON SPECIFICATION

Requirements	Where identified*	Essential	Desirable
Ability to provide engaging teaching in relevant subject that motivates all pupils	A/I	x	
IT skills particularly in MS Office Word, Excel and database programmes, email and the Internet	A	x	
Good interpersonal and communication skills, including face-to-face, telephone and written communication skills	I	x	
Able to listen actively, ask questions, clarify points and check understanding	I	x	
Able to deal positively and objectively with challenging and demanding pupils	A/I	x	
Able to demonstrate an ability to work as part of a team	A/I	x	
Able to work using own initiative and adhere to strict timescales	A/I	x	
Able to develop and maintain manual and computerised administrative systems and databases	A	x	
Effective facilitator of instructing and training pupils with a wide spectrum learning styles and educational needs	A/I	x	
Able to manage self and work under pressure	A/I	x	
Knowledge and experience of working with challenging and demanding pupils	A/I	x	
Knowledge of the Ofsted Framework for Education	A/I	x	
GCSE Grade C in one or more of the following subjects: English, Maths, Science, ICT	A	x	
Knowledge of qualifications in one or more of the following AQA, BTEC, ASDAN, functional skills	A/I		x
Experience in providing teaching and learning to pupils in formal and informal contexts on a one to one and group basis	A/I	x	
Experience of working in a team and on own initiative	A/I	x	
Experience of working with pupils in conflict and in crisis situations	A/I	x	
Experience of working with external agencies in relation to pupil support	A/I		x
Experience of maintaining electronic records	A/I		x

Committed to continuous improvement.	A/I	x	
Ability to understand, observe and deliver the Council's Equal Opportunities Policy.	A/I	x	
To carry out all duties having regard to an employee's responsibility under the Council's Health & Safety Policies.	A/I	x	
Willingness to actively participate in training and development activities to ensure up to date knowledge, skills and continuous professional development.	A/I	x	
Awareness of and commitment to respect and observe the sensitive and confidential nature of the information relating to pupils	I	x	
Commitment to own personal development and learning	A/I	x	
Committed approach towards completing tasks accurately and to timescale to achieve the Home's aims and objectives	A/I	x	
Displays commitment to the protection and safeguarding of children and young people.	A/I	x	
Values and respects the views and needs of children and young people	A/I	x	
Works collaboratively and supportively with colleagues within the organization and with colleagues from other organizations.	A/I	x	
Respects and values the different experiences, ideas and backgrounds others can bring to work and to teams.	A/I	x	
Is resilient and demonstrates ability to work well under pressure. Manages time effectively.	A/I	x	
Is willing to work with organizational procedures, processes and to meet professional standards of the role.	A/I	x	
Trained in restorative justice and uses a restorative approach to change young people's behavior and resolve conflicts as detailed in the Restorative Justice Council's best practice guidance.	A/I		x
Has knowledge of child development and differentiated learning	A/I	x	
Has knowledge of relevant legislation and guidance in relation to working with and the protection of young people.	A/I	x	

Is committed to continual personal and professional development. Is reflective and learns from past experiences.	A/I	x	
Good health record.	A/I		x
Experience in the field of Special Education	A/I		x

*A = Application form T = Test/Assessment I = Interview P = Presentation

GENERAL

The postholder is required to take personal responsibility for contributing to organisational transformation and changes in ways of working, maximising the benefits and efficiencies for both internal and external customers, including the promotion and use of self-service to achieve maximum cost effectiveness.

The postholder is expected to work to the Lincolnshire County Council Core Values and Behaviours and to carry out the duties in accordance with Lincolnshire County Council policies.

Other Duties - The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post holder.

Safeguarding -. All employees need to be aware of the possible abuse of children and vulnerable adults and if you are concerned you need to follow the Lincolnshire County Council Safeguarding Policy. In addition employees working with children and vulnerable adults have a responsibility to safeguard and promote the welfare of children and vulnerable adults during the course of their work.